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ABSTRACT

The report presents the Adult Basic Education (ABE) 321/326 California learning progress and goal attainment data for fiscal year 1998-99. Chapter 1 introduces an overview of adult basic education in California and contains information about ABE 321/326 federal programs and the Comprehensive Adult Student Assessment System (CASES). It discusses learner population, instruments, and data collection methods. Chapter 2 provides information about program services and individuals served based on data from learners enrolled in these programs during the census period of September 1-October 31, 1998. Chapter 3 provides information about program services and individuals served in the Local Agency Population: Adult Schools, Community Colleges, Community-Based Organizations, Library Literacy programs, County Offices of Education, and Jail programs. Chapter 4 provides information about local agency learners' goal attainment, which includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. It focuses on the changes that occurred for learners during the instructional period. Chapter 5 discusses learner characteristic data regarding gender, ethnic background, native language, age, years of education, and highest degree earned. Chapter 6 provides information about test scores and learning gains. Chapter 7 provides information about program services, which includes the time of day classes met, the number of students in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting. Chapter 8 provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs. Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Chapter 10 looks at implications of report results for future data collection efforts. (Includes appendices.) (VWC)

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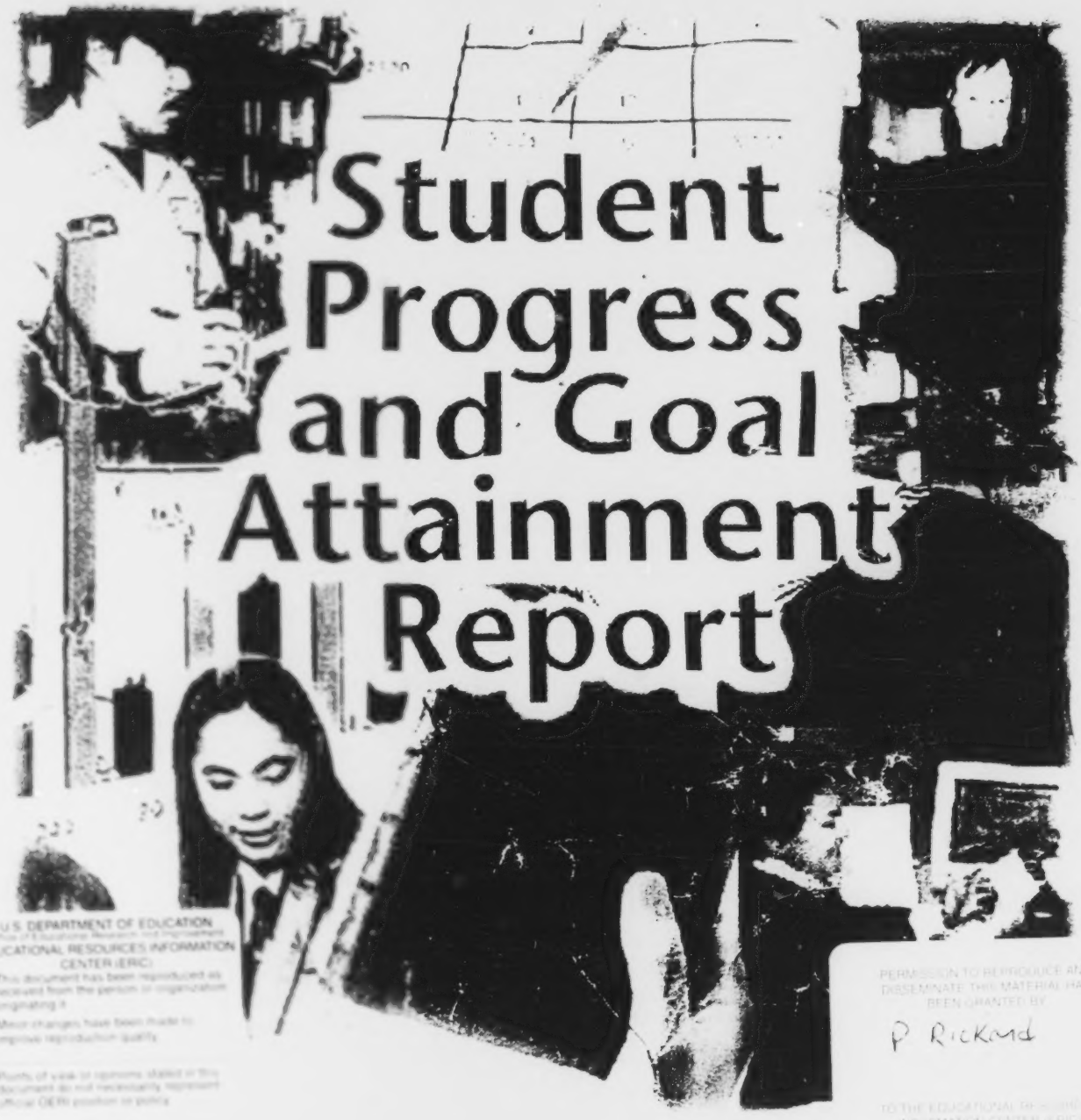

Student Progress and Goal Attainment Report

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Federally-Funded ABE Programs in California 1998-99

Prepared for the California Department of Education by CASAS

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Table of Contents

EXECUTIVE SUMMARY I

CHAPTER 1: INTRODUCTION: AN OVERVIEW OF ADULT BASIC EDUCATION IN CALIFORNIA 1

BACKGROUND 1
- Federal ABE 321/326 Grants 1
- California ABE 321/326 Programs 1
- Program Accountability 1
- About CASAS 1

LEARNER POPULATION AND DATA COLLECTION METHODS 2
- Local Agencies 3
- Local Testing Agencies 4
- Local Special Education Learners 4
- State agencies 5
- Data Collection Forms 5

METHODOLOGY 6
- Local Agencies 6
- Local Testing Agencies 6
- Special Education Learners 6
- State Agencies 6

REPORT OVERVIEW 7
- Chapter Contents 7

CHAPTER 2: PROGRAM AND LEARNER INFORMATION FOR THE TOTAL ENROLLMENT POPULATION: WHO ARE OUR STUDENTS AND IN WHAT TYPES OF PROGRAMS ARE THEY ENROLLING? 9

PROGRAM INFORMATION 10
- Provider Type 10
- Instructional Program 11
- Instructional Level 14

LEARNER INFORMATION 20
- Gender 20
- Age 21
- Ethnic Background 22
- Highest Degree Earned 24

CHAPTER 3: PROGRAM AND LEARNER INFORMATION FOR THE LOCAL AGENCY POPULATION: WHO PARTICIPATES IN ADULT EDUCATION THROUGH LOCAL AGENCY PROVIDERS? 25

PROGRAM INFORMATION **26**
Instructional Program 26
Instructional Levels 27

LEARNER INFORMATION – SPECIAL PROGRAMS AND REASONS FOR ENROLLMENT **29**
Special Programs 29
Reasons for Enrollment 30

CHAPTER 4: GOAL ATTAINMENT INFORMATION FOR LOCAL AGENCY LEARNERS: WHAT CHANGES OCCURRED FOR LEARNERS? **33**

GOAL ATTAINMENT INFORMATION **34**
Learner Enrollment Status 34
Learner Progress 36
Learner Results 39
Reason for Leaving Early 50

CHAPTER 5: LEARNER PROFILE OF THE LOCAL TESTING POPULATION: HOW WELL DOES THE LOCAL TESTING POPULATION REPRESENT THE TOTAL LOCAL POPULATION? **55**

REPRESENTATIVENESS OF THE LOCAL TESTING POPULATION **55**
Sampling Procedure 55
Program Information 56
Demographics 57
Reasons for Enrollment, Learner Progress, and Learner Results 58

CHAPTER 6: TEST SCORES AND LEARNER GAINS FOR THE LOCAL TESTING POPULATION: WHAT IMPROVEMENT WAS SEEN IN LEARNERS? **65**

TEST SCORES AND LEARNING GAINS **65**
Pretest Scores 65
CASAS Scores 65
Learning Gains 70
Assessment Results by Provider Type 77

CHAPTER 7: PROGRAM SERVICES FOR THE LOCAL TESTING POPULATION: WHAT PROGRAM CHARACTERISTICS WERE EVIDENCED BY LEARNERS DURING 1998-99? ... **79**

PROGRAM SERVICES **79**
Time of Day Class Met 80
Class Size 80
Weekly Hours of Instruction 81
Classroom Support 82
Emphasis of Classroom Instruction 85
Primary Instructional Setting 86
Primary Physical Setting 87

CHAPTER 8: WHAT WAS THE PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION FOR THE STATE AGENCY POPULATION? **89**

BACKGROUND **89**
State Agencies 89

PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION **90**
Program Information 90
Learner Information 92
Goal Attainment 96

CHAPTER 9: WHAT WAS THE PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION FOR THE SPECIAL EDUCATION POPULATION? **101**

PROGRAM INFORMATION **102**
Provider Type 102

LEARNER INFORMATION **103**
Gender and Age 103
Ethnic Background and Native Language 103
Education 104
Reason for Enrollment 105

GOAL ATTAINMENT **106**
Learner Progress 106
Learner Results 107
Pre-test Scores 111
Learning Gains 111

CHAPTER 10: IMPLICATIONS OF REPORT RESULTS FOR FUTURE DATA COLLECTION EFFORTS **113**

Appendix A: A Description of the Local Sample Selection Process

Appendix B: Instructional Questionnaire

Appendix C: Total Enrollment Population Data

Appendix D: Local Agency Population Data

Appendix E: Local Testing Population Data

Appendix F: Geographical Region Data

Appendix G: State Agency Population Data

Appendix H: Special Education Population Data

List of Figures

Chapter One

1.1 – The California ABE 321/326 Population....3

Chapter Two

2.1 - Total Enrollment Population Distribution of Learners by Instructional Program (1998-99)....11
2.2 - Percentage of Learners in Each Instructional Program Serviced by Each Provider Type....13
2.3 - Percentage of ABE Learners at Each Instructional Level When Entering Program (1998-99)..14
2.4 - Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level When Entering Program (1998-99)....15
2.5 - ESL-Citizenship Instructional Level Trends From 1995-96 to 1998-99....16
2.6 - ESL Instructional Level Trends From 1995-96 to 1998-99....17
2.7 - ABE Instructional Level Trends From 1995-96 to 1998-99....18
2.8 - Total Enrollment Population Learner Gender (1994-95 to 1998-99)....20
2.9 - Percentage of Learners Within Each Instructional Program Categorized by Age....21
2.10 - Percentage of Learners Within Each Instructional Program Categorized by Ethnicity (1998-99)....22

Chapter Three

3.1 - Local Agency Population Distribution of Learners by Instructional Program (1998-99)....26
3.2 - Percentage of ABE Learners at Each Instructional Level when Entering Program (1998-99)...27
3.3 - Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level when Entering Program (1998-99)....28

Chapter Four

4.1 - Local Agency Population Distribution of Learners by Learner Enrollment Status (1998-99)...34
4.2 - Local Agency Population Enrollment Status of Learners Within Each Instructional Program (1998-99)....35
4.3 - Percentage of Each Level of Progress Among Learners Remaining in an Instructional Program at Student Update (1998-99)....36
4.4 - Percentage of Learners Within Each Instructional Year at Various Levels of Progress (1996-97 to 1998-99)....37
4.5 - Percentage of Learners Within Each Program at Each Level of Progress (1998-99)....38
4.6 - Percentage of Learners Who Experienced a Particular Employment Outcome During the Instructional Period (1998-99)....40
4.7 - Percentage of Learners Who Experienced a Particular Personal/Family Outcome During the Instructional Period (1998-99)....41
4.8 - Percentage of Learners Who Experienced a Particular Community Outcome During the Instructional Period (1998-99)....42
4.9 - Percentage of Learners Who Experienced a Particular Educational Outcome During the Instructional Period (1998-99)....43
4.10 - Percentage of Learners Within Each Instructional Program Experiencing A Particular Work Outcome During the Instructional Period (1998-99)....47
4.11 - Percentage of Learners Within Each Instructional Program Experiencing A Particular Personal/Family Outcome During the Instructional Period (1998-99)....48
4.12 - Percentage of Learners Within Each Instructional Program Experiencing A Particular Community Outcome During the Instructional Period (1998-99)....48
4.13 - Percentage of Learners Within Each Instructional Program Experiencing A Particular Education Outcome During the Instructional Period (1998-99)....49

4.14 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion 51
4.15 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion Within Each Instructional Program (1998-99: n =29,977) 52

Chapter Five

5.1 - Local Testing and Total Local Population Distributions of Learners by Instructional Program (1998-99) 56
5.2 - Percentage of Learners in Each Population Reporting Their Primary Reason for Enrollment (1998-99) 58
5.3 - Percentage of Learners In Each Population At Various Levels of Progress (1998-99) 59
5.4 - Percentage of Learners In Each Population Who Experienced A Particular Work Outcome During the Instructional Period (1998-99) 60
5.5 - Percentage of Learners In Each Population Who Experienced A Particular Personal/Family Outcome During the Instructional Period (1998-99) 61
5.6 – Percentage of Learners In Each Population Who Experienced A Particular Community Outcome During the Instructional Period (1998-99) 62
5.7 - Percentage of Learners In Each Population Who Experienced A Particular Educational Outcome During the Instructional Period (1998-99) 63

Chapter Six

6.1 - Comparison of Mean Reading Pretest Scores Across Instructional Programs for the 1998-99 Testing Population 67
6.2 - Comparison of Mean Listening Pretest Scores for the 1998-99 ESL and ESL-Citizenship Testing Population 70

Chapter Seven

7.1 - Average Hours of Weekly Instruction Across Provider Type Held at Different Times of the Day (1998-99) 81
7.2 - Percentage of Classes Within Each Provider Type Having Instructional Support (1998-99) 82
7.3 - Percentage of Classes Within Each Provider Type Using Computers as Part of the Learning Experience (1998-99) 83
7.4 - Percentage of Classes Within Each Provider Type Using Computers Having Internet Access (1998-99) 84
7.5 - Overall Percentage of Class Emphasis on Each Of Five Content Areas (1998-99) 85
7.6 - Percentage of Classes Placing Emphasis on Each of Five Content Areas Across Provider Types (1998-99) 86
7.7 - Percentage of Classes Held in Various Settings Across Provider Type (1998-99) 87

Chapter Eight

8.1 - Percentage of State Agency Learners Served by Each Provider Type (1998-99) 90
8.2 - Percentage of State Agency Learners in Each Program Across Provider Type (1998-1999) 91
8.3 - Percentage of State Agency Learners Within Each Age Group Served by Each Provider Type (1998-1999) 93
8.4 - Percentage of State Agency Learners within Each Ethnic Group Served by Each Provider Type (1998-99) 94
8.5 - Percentage of State Agency Learners Reporting Their Primary Reason for Enrollment Across Each Provider Type (1998-99) 96
8.6 – Percentage of Learners within Each Level of Progress Across Each Provider Type (1998-99) 97

Chapter Nine

9.1 – Percentage of Special Education Learners Served By Each Provider Type (1998-99)..... 102
9.2 – Highest Educational Degree Earned Among Special Education Learners (1998-99)..... 104
9.3 – Primary Percentage of Special Education Learners Indicating Their Primary Reason for Enrollment (1998-99)..... 105
9.4 – Percentage of Special Education Learners Presenting Each Level of Progress (1998-99)..... 106
9.5 -- Percentage of Special Education Learners Experiencing a Particular Employment Outcome During the Instructional Period (1998-99)..... 107
9.6 -- Percentage of Special Education Learners Experiencing a Particular Personal/Family Outcome During the Instructional Period (1998-99)..... 108
9.7 -- Percentage of Special Education Learners Experiencing a Particular Community Outcome During the Instructional Period (1998-99)..... 109
9.8 -- Percentage of Special Education Learners Experiencing a Particular Educational Outcome During the Instructional Period (1998-99)..... 110

List of Tables

Chapter One

1.1 - Local Agencies 3
1.2 - Local Testing Agencies 4
1.3 - Local Special Education Learners 4
1.4 - State Agencies 5
1.5 - Population for Each Report Chapter 7

Chapter Two

2.1 - Percentage of Learners Served by Each Provider Type From 1994 to 1999 10
2.2 - Total Enrollment Population Instructional Program (1994-95 to 1998-99) 12
2.3 - Percentage of Learners at Each Instructional Level Within Each Provider Type (1998-99) 19
2.4 - Percentage of Learners Within Each Provider Type Representing Each Ethnic Group (1998-99) 23
2.5 - Total Enrollment Population Highest Degree Earned by Provider Type (1998-99) 24

Chapter Three

3.1 - Percentage of Learners in the Local Population Enrolled In Special Programs (1998-99) 29
3.2 - Percentage of ABE Learners Indicating Primary And Secondary Reasons for Enrollment (1998-99) 30
3.3 - Percentage of ESL Learners Indicating Primary and Secondary Reasons for Enrollment (1998- 99) 31
3.4 - Percentage of ESL-Citizenship Learners Indicating Primary And Secondary Reasons for Enrollment (1998-99) 31

Chapter Four

4.1 - Percentage of Learners Within Each Enrollment Category Experiencing A Particular Work Outcome During the Instructional Period (1998-99) 44
4.2 - Percentage of Learners Within Each Enrollment Category Experiencing A Particular Personal/Family Outcome During the Instructional Period (1998-99) 45
4.3 - Percentage of Learners Within Each Enrollment Category Experiencing A Particular Community Outcome During the Instructional Period (1998-99) 46
4.4 - Percentage of Learners Within Each Enrollment Category Experiencing A Particular Educational Outcome During the Instructional Period (1998-99) 46
4.5 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Sex (1998-99) 53
4.6 - Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Age (1998-99) 54

Chapter Five

5.1 - Local Testing Population Provider Type (1998-99) 56

Chapter Six

6.1 - Mean Reading Pretest Scores Across Each Instructional Programs for the 1998-99 Testing Population 66
6.2 - Mean Math Pretest Scores at Various Levels of the CASAS Scale for the 1998-99 ABE Testing Population 68
6.3 - Mean Listening Pretest Scores at Various Levels of the CASAS scale for the 1998-99 ESL and ESL-Citizenship Testing Population 69
6.4 - Mean Reading Learning Gains Across and Within Program Type (1998-99) 71
6.5 - Mean Reading Learning Gains by Years of Education For ESL and ESL-Citizenship Learners (1998-99) 72
6.6 - Average Listening Learning Gains for ESL Learners (1998-99) 72
6.7 - Mean Reading Learning Gains for the ABE Sample (1994-95 to 1998-99) 73
6.8 - Mean Reading Learning Gains for the ESL Sample (1994-95 to 1998-99) 74
6.9 - Mean Reading Learning Gains For the ESL-Citizenship Sample (1994-95 to 1998-99) 75
6.10 - Mean Listening Learning Gains For the ESL Sample (1994-95 to 1998-99) 76
6.11 - Mean Reading Pretest Scores Across Provider Type For the ABE Sample (1994-95 to 1998-99) 77

6.12 - Mean Reading Pretest Scores Across Provider Type For the ESL Sample (1994-95 to 1998-99) 77
6.13 - Mean Listening Pretest Scores Across Provider Type For the ESL Sample (1994-95 to 1998-99) 78

Chapter Seven
7.1 - Percentage of Classes Within Each Provider Type Being Held at Different Times of the day (1998-99) 80

Chapter Eight
8.1 - Gender and Age Distribution Among ABE 321/326 State Agency Learners (1998-99) 92
8.2 - Percentage of State Agency Learners Reporting Work Outcomes Across Each Provider Type (1998-99) 98
8.3 - Percentage of State Agency Learners Reporting Personal/Family Outcomes Across Each Provider Type (1998-99) 98
8.4 - Percentage of State Agency Learners Reporting Community Outcomes Across Each Provider Type (1998-99) 99
8.5 - Percentage of State Agency Learners Reporting Educational Outcomes Across Each Provider Type (1998-99) 99
8.6 - ABE Reading Pre-test Scores Across Each Provider Type (1998-99) 100

Chapter Nine
9.1 - Percentage of Special Education Learners By Gender and Age Group (1998-99) 103
9.2 - Interpreting CASAS Special Education Scores 111
9.3 - Special Education Population Mean Reading Pretest Results (1998-99) 111

Executive Summary
Student Progress and Goal Attainment Report: Federally-funded ABE Programs in California 1998-99

INTRODUCTION

Section 321 of the Adult Education Act, administered by the United States Department of Education, provides funding for basic skills instruction for educationally disadvantaged adults in California. Throughout the country, federal ABE 321/326 grants to states fund a variety of adult education programs, including Adult Basic Education (ABE), English as a Second Language (ESL), High School Diploma, and General Education Development (GED) certification programs. In California, ABE 321/326 funding supplements instructional services for adults functioning below a high school level (or below a CASAS 230 scaled score). Local assistance grants are awarded to Adult Basic Education and English as a Second Language programs (including ESL-Citizenship) in school district adult schools, community college districts (CCD), community-based organizations (CBO), library literacy programs, county offices of education (COE), and jail programs, all of which must meet California Department of Education eligibility requirements. ABE 321/326 also funds four California State agencies, California Conservation Corps (CCC), California Department of Corrections (CDC), California Department of Developmental Services (CDDS), and California Youth Authority (CYA).

This report presents the ABE 321/326 California learning progress and goal attainment data for state fiscal year 1998-99. This Executive Summary presents the overview and highlights from each of the chapters included in the report.

1998-99 CHAPTER HIGHLIGHTS

Chapter One: Introduction: An Overview of Adult Basic Education in California

Chapter 1 contains information about ABE 321/326 federal programs and CASAS. The learner population, instruments, and data collection methods are discussed.

Data Highlights

- Data from 157,126 Student Entry Records were obtained from learners in ABE, ESL, and ESL-Citizenship programs.
- 217 local agencies and sites from four state agencies submitted data on their learners.

Chapter Two: Who Are Our Students and in What Types of Programs Are They Enrolling?

Chapter 2 provides information about program services and individuals served in California's ABE 321/326 programs that submitted data. This chapter is based on data from learners enrolled in California's ABE 321/326 programs--local and state--during the census period of September 1 to October 31, 1998.

Data Highlights

- The majority (82.7 percent) of California's ABE 321/326 learners were served by school district adult schools.
- ESL enrolled the largest percentage of learners (76.7 percent), which was an increase over 1996-97.
- 63.3 percent of all ESL learners and 64.4 percent of ESL-Citizenship learners are at the beginning instructional levels; 50.9 percent of ABE learners were at beginning instructional levels.
- Jail programs primarily served ESL-Citizenship learners (50.2 percent), of which, 49.5 percent were at the beginning levels.

- California's ABE 321/326 programs continue to serve more females than males (57.7 percent and 42.3 percent, respectively).
- The majority of learners in ABE and ESL programs were between the ages of 21 and 40. ESL-Citizenship learners were slightly older with the majority between 31 and 50 years of age.
- Hispanic learners were the highest percentage of learners served in all three programs.
- The percentage of Hispanic learners has been increasing since 1994, while the percentage of Asian learners has been decreasing.
- More than one-half (55.6 percent) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program.
- During the past five years, the percentage of learners entering ABE 321/326 programs who have no diploma or degree has remained relatively stable fluctuating from 52.8 percent in 1992-93 to 55.9 percent in 1997-98.

Chapter Three: Who Participates in Adult Education through Local Agency Providers?
Chapter 3 provides information about program services and individuals served in the Local Agency Population: Adult Schools, Community Colleges, Community-Based Organizations, Library Literacy programs, County Offices of Education, and Jail programs. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data.

Data Highlights

- 147,784 Student Entry Forms were received from learners enrolled in ABE, ESL, and ESL-Citizenship programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (80.6 percent).
- The percentage of local agency learners who indicated they received TANF/GAIN or other public assistance was 5.0 percent.
- The most frequently cited primary reasons for enrollment for ABE learners were improving skills (32.8 percent), education (27.4 percent), communication (14.0 percent), personal goal (8.5 percent), and get a job (6.0 percent).
- The most frequently cited primary reasons for enrollment for ESL learners were communication (40.4 percent), improve skills (19.1 percent), get a job (11.6 percent), and personal goal (9.3 percent).
- The most frequently cited primary reasons for enrollment among ESL-Citizenship learners were citizenship (56.0 percent), communication (16.1 percent), improve skills (11.0 percent), and get a job (5.5 percent).

Chapter Four: What Changes Occurred for Learners?
Chapter 4 provides information about local agency learners' goal attainment. Goal attainment information was collected on the Student Update Record and was obtained from learners during and at the end of the instructional period. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional period.

Data Highlights

- Overall enrollment status indicated that 67.6 percent of all learners remained in their program or left after completing their goal.
- Overall retention rate decreased somewhat from 70.7 percent in 1997-98 to 67.6 percent in 1998-99.
- Learners in ABE, ESL, and ESL-Citizenship programs demonstrated success with at least 29.6 percent in each program reporting having completed or advanced to a higher instructional level.

- Improved communication and meeting personal goal were the two most frequently cited experiences realized by learners in all three instructional programs during the instructional period.
- ESL programs had the highest percentage of learners (40.2 percent) reporting improved communication skills.
- Learners whose primary reason for enrollment was to get a job reported a higher percentage (18.4 percent) of employment acquisition than those who enrolled for other reasons. This represents an 8 percent increase over last year.
  56.4 percent of learners who left their instructional program prior to completion did so for unknown reasons.
- Schedule conflicts (11.9 percent), employment acquisition (8.9 percent), and relocation (7.6 percent) were the most frequently cited reasons for leaving an instructional program prior to completion.
- Females were nearly 10 times as likely to leave an instructional program before completion due to childcare issues.
- Learners 65 years and older were more likely to leave for health reasons (14.4 percent) or relocation (11.8 percent).

Chapter Five: How Well Does the Local Testing Population Represent the Total Local Population?
Chapter 5 discusses learner characteristics of the local testing population. Each year a sample of local agencies is selected and required to administer CASAS pretests and post-tests to learners to measure learning gains. This chapter presents data regarding gender, ethnic background, native language, age, years of education, and highest degree earned. Appendix E contains additional data comparing the local testing population to the local agency population.

Data Highlights

- Sample data from testing agencies were included for a total of 96,776 learners enrolled in 133 local agencies.
- The sex and age percentages for the local testing population did not vary greater than 1 percent from the local agency population in any one category.
- The highest degree earned percentages for the local testing population did not vary greater than 2 percent from the local agency population in any one category.
- The ethnic categories and the years of education for the local testing population did not vary more than 3 percent from the local agency population in any one category.
- The testing sample did not significantly differ from the local population on other key variables including primary reason for enrollment, learner progress, and learner results.
- Based on the results of the comparative analyses, the local testing population was determined to be representative of the local agency population.

Chapter Six: What Improvement Was Seen in Learners?
Chapter 6 provides information about test scores and learning gains in California's ABE 321/326 programs. The chapter is based on data from the local testing population, that is, those agencies that were selected and required to administer CASAS pretests and posttests to students to measure learning gains.

Data Highlights

- 35,297 learners provided reading pretest scores; comprised of 2,340 ABE, 31,371 ESL, and 1,586 ESL-Citizenship – of which a portion was over the 230-point threshold.
- Mean reading pretest scores were 223.4 for ABE learners, 209.7 for ESL learners, and 207.7 for ESL Citizenship learners.

- ABE learners demonstrated the highest skill levels at program entry with 30.0 percent of learners scoring above the 230 high school/GED level benchmark.
- ESL-Citizenship learners demonstrated the lowest skill levels at program entry with 59.6 percent scoring 210 or below.

Chapter Seven: What Program Characteristics Were Evidenced By Learners During 1998-99?
Chapter 7 provides information about program services in California's ABE 321/326 programs. Class questionnaire data were collected from a sample of learners who were enrolled in local ABE 321/326 programs – school district adult schools, community college districts, community based organizations, and library literacy programs – during the census period of September 1 to October 31, 1998. Program service information includes the time of day classes met, the number of students in each class, the number of hours the class met each week, class-room support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.

Data Highlights

- Sample data from 2,772 instructors teaching at local testing agencies were included for analysis of program characteristics.
- An overall majority of classes (44.4 percent) were held in the morning, followed by evening classes (42.4 percent) and lastly, afternoon classes (13.2 percent).
- ABE 321/326 classes averaged 22 learners per class. CCDs had the highest class average (23), followed by adult schools (21).
- Overall, 35.9 percent of the classes had access to computers and 32.6 percent access to the Internet.

Chapter Eight: What Was the Program, Learner, and Goal Attainment Information for the State Agency Population?
Chapter 8 provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).

Data Highlights

- Sample data representing 9,342 learners was provided by programs in four state agencies: California Department of Corrections, California Youth Authority, California Department of Developmental Services, and the California Conservation Corps.
- The majority (86.0 percent) of learners were enrolled in ABE programs with the remainder in ESL programs (14.0 percent).
- More male learners (89.9 percent) were represented in state agency ABE 321/326 programs overall.
- The highest proportion (31.6 percent) of learners were between the ages of 21 and 30, and Hispanic (48.5 percent).
- Mandated (47.4 percent) was the most frequently cited primary reason for enrollment among state agency learners.
- The majority of learners (63.6 percent) were retained at the same level of instruction after completion of class.
- The most frequent noted outcomes for state agency students after completion of class was Met Personal Goal, across all the four categories.
- Learners in state agency ABE programs averaged 225.5 on the CASAS reading assessment compared to 215.0 in the local program sample.

- Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 3.4 points on the CASAS scale.

Chapter Nine: What Was the Program, Learner, and Goal Attainment Information for the Special Education Population?

Chapter 9 provides information about program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who (a) Indicated "Special Education" in the special program box on the Entry form; or (b) Received services from the California Department of Developmental Services; or (c) Took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A).

Data Highlights

- Adult schools (74.3 percent) and the California Department of Developmental Services (16.3 percent) served most special education learners.
- The majority of special education learners were male (60.8 percent) and the largest group were between the ages of 31 and 40 (33.1 percent).
- Whites were most heavily represented (57.6 percent) followed by Hispanics (24.2 percent) and Blacks (10.3 percent).
- The vast majority reported having earned no degree at time of entry (69.0 percent).
- The most frequently cited reasons for enrollment were Improve Skills (31.0 percent) and Communication (27.0 percent).
- More than eighty percent of special education learners were retained at the same level of instruction from Entry to Update record completion.
- The average pre-test score for the special education population was 179.1.

Chapter Ten: Implications of Report Results for Future Data Collection Efforts

Each year a review of the data reveals ways in which the data collection process could be revised and improved. In addition, the new California State Plan for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act requires additional data collection efforts. Based on the results of this year's data and the new requirements, the following changes are being made for future data collection efforts:

1. All learners enrolled in the federally funded ABE 225/231 program will be included in the data collection efforts.
2. Student Update Record information will be collected on all students who attend 12 or more hours.
    - The current March 31 submission deadline will be expanded to June 30, 2000.
3. Field training will continue to consist of an administration manual, revised to reflect the additional data collection fields.
    - Accurate data is dependent upon standardized definitions and accurate data collection procedures. The administration manual will be distributed to all appropriate agency staff explaining the importance of the data, the uses for the information, and highlight data collection procedures.
    - Additional training emphasis will be placed on key data collection fields, including learner results and the reason a learner may leave the program prior to completion of his/her goal.
4. Data collection instruments will be administered to document progress in each class the learner attends during the school year. Thus, we can more accurately document learner progress and retention.
5. Multiple *Student Entry Records* and *Student Update Records* will be available to closely track learner progress over course of the school year.

Chapter 1
Introduction: An Overview of Adult Basic Education in California

This report presents the ABE 321/326 California learning progress and goal attainment data for state fiscal year 1998-99. Chapter One contains information about ABE 321/326 federal programs and CASAS. It discusses the learner population, instruments, and data collection methods. It also presents an overview with chapter content highlights.

Data Highlights

- Data from 157,126 Student Entry Records were obtained from learners in ABE, ESL, and ESL-Citizenship programs.
- 217 local agencies and sites from 4 state agencies submitted data on their learners.

BACKGROUND

Federal ABE 321/326 Grants

Section 321 of the Adult Education Act, administered by the United States Department of Education (USDOE), provides funding for basic skills instruction for educationally disadvantaged adults in California. Throughout the country, federal ABE 321/326 grants to states fund a variety of adult education programs, including Adult Basic Education (ABE), English as a Second Language (ESL), High School Diploma, and General Education Development (GED) certification programs.

California ABE 321/326 Programs

In California, ABE 321/326 funding supplements instructional services for adults functioning below a high school level (i.e., below a CASAS 230 scaled score). Local assistance grants are awarded to Adult Basic Education and English as a Second Language programs (including ESL-Citizenship) in school district adult schools (ADT), community college districts (CCD), community based organizations (CBO), library literacy programs, county offices of education (COE), and jail programs, all of which must meet California Department of Education (CDE) eligibility requirements. Four California state agencies – California Conservation Corps (CCC), California Department of Corrections (CDC), California Department of Developmental Services (CDDS), and California Youth Authority (CYA) – are also funded by ABE 321/326.

Program Accountability

The National Literacy Act of 1991 amended the Adult Education Act (Public Law 89-750) and required states to place greater emphasis on program quality. States were required to develop and implement measurable indicators of program quality for accountability purposes. The CDE amended its 1989-93 four-year state plan to reflect this new federal guideline and then extended the plan from July 1, 1993 through June 30, 1998. The USDOE approved this amendment and granted an additional extension to cover the period July 1, 1998 through June 30, 1999.

About CASAS

CDE contracts with the Comprehensive Adult Student Assessment System (CASAS) to collect assessment data from each adult education provider and to aggregate statewide data for reporting purposes. CASAS is a non-profit organization that provides curriculum management, assessment, and evaluation systems to adult education and training programs in the public and private sectors. CASAS

was established by a consortium of California agencies to provide a curriculum-based assessment system relevant to the functional life skills needs of adults.

CASAS includes more than 100 standardized assessment instruments that measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts. The key components of the system are the validated *CASAS Competency List*, the *CASAS Instructional Materials Guide*, CASAS nationally validated assessment instruments, implementation guides, training, and TOPSpro (Tracking of Programs and Students) software.

CDE has used the CASAS system for more than 16 years to provide a comprehensive, statewide database of adult learner demographic and goal attainment data, including learning gains. By using this system, education programs are able to report learner assessment results from standardized assessments and to document other learners' goal attainment and trend data. By using this standardized system, data from a variety of learners and agencies can be aggregated to produce this statewide report. In addition, individual agencies have access to reporting tools for producing agency reports for use with their students, teachers, and administrators. The system enhances accountability efforts within and among the funded adult education programs, enabling the agencies to meet program improvement goals on a long-term basis as required by the state plan.

LEARNER POPULATION AND DATA COLLECTION METHODS

The California ABE 321/326 Total Enrollment Population

California agencies receiving ABE 321/326 funds included (271) local agencies and four state agencies. From these agencies, a total of 157,126 Student Entry Records were collected from learners enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), and ESL-Citizenship programs.

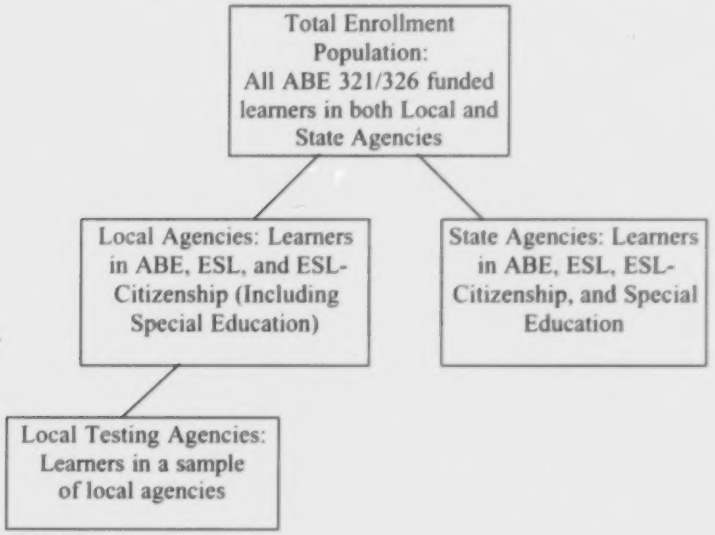
Sub-populations

The California ABE 321/326 total enrollment population consists of three distinct sub-populations. Due to the unique differences and data collection timelines among participating agencies, the total enrollment population was divided into three sub-populations, and each will be discussed separately in this report. The three sub-populations include:

- **Local agencies**, which include learners enrolled in adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. Within this local agency sub-population, there is an additional subgroup that is discussed separately in this report.
  - **Local testing agencies:** A sample of local agencies was selected to administer CASAS tests to learners. This subgroup of local agencies that participated in ABE 321/326 testing will be referred to as local testing agencies. Appendix A discusses the procedures for determining the sample.
- **Local special education learners:** This year's report provides data on the special education population who attend programs at local agencies, and this data is separate from special education learners enrolled in state agency programs.
- **State agencies**, which includes learners from the four state agencies operating ABE 321/326 programs the California Department of Corrections, California Youth Authority, California Conservation Corps, and the California Department of Social Services.

Figure 1.1 contains a graphic representation of the above-described populations discussed within this report.

Figure 1.1 – The California ABE 321/326 Population


Total Enrollment Population: All ABE 321/326 funded learners in both Local and State Agencies
Local Agencies: Learners in ABE, ESL, and ESL-Citizenship (Including Special Education)
State Agencies: Learners in ABE, ESL, ESL-Citizenship, and Special Education
Local Testing Agencies: Learners in a sample of local agencies

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Local Agencies

A total of 147,784 Student Entry Records were collected from learners in local agencies. Table 1.1 shows the number of participating local agencies and the number of Student Entry Records collected from each agency type.

Table 1.1 - Local Agencies

Local Agency Type	Number of Agencies	Number of Student Entry Records			
		ABE	ESL	ESL-Cit	Total
Adult Schools	182	14,186	106,549	9,147	129,882
Community-based Organizations	32	1,050	1,545	1,405	4,000
Community Colleges	15	772	10,656	438	11,866
Library Literacy Programs	34	1,040	144	15	1,199
County Office of Education	5	101	101	83	285
Jail Programs	3	122	153	277	552
Total	**271**	**17,271**	**119,148**	**11,365**	**147,784**

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Local Testing Agencies

A total of 96,776 Student Entry Records were collected from learners in local testing agencies. Table 1.2 shows the number of participating local agencies and the number of Student Entry Records collected from each agency type.

Table 1.2 - Local Testing Agencies

Local Agency Type		Number of Student Entry Records			
	Number of Agencies	ABE	ESL	ESL-Cit	Total
Adult Schools	87	6,863	73,356	5,874	86,093
Community-based Organizations	17	663	1,000	1,031	2,694
Community Colleges	6	477	6,004	320	6,801
Library Literacy Programs	17	409	75	11	495
County Office of Education	3	32	75	34	141
Jail Programs	3	122	153	277	552
Total	**133**	**8,566**	**80,663**	**7,547**	**96,776**

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Local Special Education Learners

A total of 2,449 Student Entry Records were collected from special education learners in local agencies. Table 1.3 shows the number of Student Entry Records collected from special education learners instructed within a local agency. Data on special education learners attending programs under the Department of Social Services are contained in the State Agency section.

Table 1.3 - Local Special Education Learners

Local Agency Type		Number of Student Entry Records			
	Number of Agencies	ABE	ESL	ESL-Cit	Total
Adult Schools	85	1,910	266	17	2,193
Community-based Organizations	4	132	2	0	134
Community Colleges	9	92	16	0	108
Library Literacy Programs	2	12	0	0	12
County Office of Education	2	1	1	0	2
Jail Programs	0	0	0	0	0
Total	**102**	**2,147**	**285**	**17**	**2,449**

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State agencies
A total of 9,341 Student Entry Records were collected from learners in the four state agencies. Table 1.4 shows the number of Student Entry Records collected from each agency.

Table 1.4 - State Agencies

	Number of Student Entry Records			
State Agency	**ABE**	**ESL**	**ESL-Cit**	**Total**
California Conservation Corps	601	0	0	601
California Department of Corrections	6,066	1,252	0	7,318
California Department of Social Services	741	0	0	741
California Youth Authority	625	56	0	681
Total	**8,033**	**1,308**	**0**	**9,341**

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Data Collection Forms
CDE required all agencies to collect information from learners using the Student Entry Record, Student Update Record, and Student Test Record. The Student Entry Record collects information on demographics, reason for enrollment, instructional program, and instructional level. The Student Update Record collects information on hours of instruction, instructional level, progress, learner results, and reason for leaving early. The Student Test Record is the answer sheet for student responses to individual CASAS tests administered (see Appendix B).

CASAS distributed these instruments to all ABE 321/326 agencies during August 1998. Each of the instruments utilizes a scannable format. Agencies that chose to scan and utilize their own agency data received a copy of TOPSpro 2.0 software that reads the data and provides agencies a variety of usable report options to summarize learner information for students, instructors, and administrators. Agencies using TOPSpro exported their data to CASAS for inclusion in statewide data aggregation. Agencies not using TOPSpro mailed the scannable forms to CASAS where the forms were scanned. All data were aggregated from both TOPSpro disks and mailed forms.

CASAS also required each local testing agency to have instructors complete one Instructional Questionnaire for each class in which a CASAS test was administered. The Instructional Questionnaire gathers data regarding the instructional setting and available resources (see Appendix B).

METHODOLOGY

Local Agencies

CASAS instructed California adult basic education agencies receiving ABE 321/326 funds to collect Student Entry Record information on all learners enrolled and attending from the beginning of their fall semester to October 31, 1998. It also requested agencies to obtain data on goal attainment, learner progress, learner results, and reasons for leaving early. These data come from the Student Update Record completed on the same group of learners who completed a Student Entry Record. CDE requires agencies to have any student who completed an Entry Record complete a Student Update Record at the end of each class/course or term from the beginning of the fall semester through June 30, 1999.

Local Testing Agencies

Within the local agency subpopulation, CASAS selected a sample of agencies and required them to administer a CASAS pretest and post-test to measure student learning gains. CASAS requested agencies to administer a pretest to students during any two-week window from the beginning of the fall semester through October 31, 1998. Many of these same students completed a post-test at the end of the course or term, after 80-120 hours of instruction, or upon exit from the course or program, but no later than June 30, 1999. Sampling procedures for determining the testing agencies are contained in Appendix A. Testing agencies were also required to submit class information to determine characteristics about the instructional settings.

Special Education Learners

CASAS instructed California adult basic education agencies receiving ABE 321/326 funds to collect Student Entry Record information on all individuals enrolled and attending from the beginning of the fall semester through June 30, 1999. Due to the nature of this population, progress and post-tests were collected on an annual basis rather than after 80-120 hours suggested for learners in other local agency programs.

State Agencies

CASAS requested the four California state agencies receiving ABE 321/326 funds to collect Student Entry Record information on all learners enrolled and attending throughout the school year. All agencies were also required to administer a CASAS pretest and post-test to all learners to measure learning gains.

REPORT OVERVIEW

Chapter Contents

Chapter 2 reports program and learner data from the total enrollment population.
Chapters 3-6 report statewide aggregated data from local agencies only.

- Chapter 3 reports program and learner information from the local agency population.
- Chapter 4 reports reasons for enrollment and goal attainment from the local agency population.
- Chapter 5 presents key demographic information on both the local agency and the local testing populations and discusses the representativeness of the testing population.
- Chapter 6 presents testing results for the local testing agencies.

Chapter 7 presents program services information as completed by local and state testing agencies.
Chapter 8 presents data related to all four state agencies.
Chapter 9 presents information on the adult special education population who attends a program within a local agency.
Appendices contain tables with additional detailed information.

Table 1.5 may be used as a guide to understanding the data presented in each chapter of this report. This table outlines which portion of all ABE 321/326 data is reported in each chapter.

Table 1.5 – Population for Each Report Chapter

			Local Agencies			State Agencies			
Chapter	**Data Reported (n=)**	**Data Set: Data Description**	**ABE**	**ESL**	**ESL-Cit**	**CCC**	**CDC**	**CDDS**	**CYA**
2	157,126	**Total Enrollment Population**: All data collected from all local and state agencies.	X	X	X	X	X	X	X
3 & 4	147,784	**Local Agency Population**: ABE, ESL, and ESL-Citizenship data from all local agencies.	X	X	X				
5	96,776	**Local Agency and Local Testing Populations**: ABE, ESL, and ESL-Citizenship data from all local agencies compared with those local agencies that administered tests.	X	X	X				
6	35,297	**Local Testing Population**: Data selected for all local agencies that administered CASAS tests.	X	X	X				
7	2,772	**Program Services**: Data gathered on the Instructional Questionnaire sent to all testing agencies.	X	X	X	X	X	X	X
8	9,342	**State Agency Population**: All data from the four state agencies.				X	X	X	X
9	2,951	**Local Agency Population**: Data Selected for Special Education learners in local agencies.	X	X	X				

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Chapter 2
Program and Learner Information for the Total Enrollment Population: Who Are Our Students and in What Types of Programs Are They Enrolling?

Chapter Two provides information about program services and individuals served in California's ABE 321/326 programs that submitted data. This chapter is based on data from learners enrolled in California's ABE 321/326 programs - local and state - during the census period of September 1 to October 31, 1998. Data were collected from learners in California school district adult schools, community college districts, community-based organizations, library literacy programs, county jail programs, and county offices of education, as well as from learners in the California Conservation Corps, California Department of Developmental Services, California Department of Corrections, and the California Youth Authority. Additional data on learners in the total enrollment population can be found in Appendix C.

Data Highlights

- The majority (82.7 percent) of California's ABE 321/326 learners were served by school district adult schools.
- The largest percentage of learners was enrolled in ESL (76.7 percent), which was an increase over 1996-97.
- 63.3 percent of all ESL learners and 64.4 percent of ESL-Citizenship learners are at the beginning instructional levels; 50.9 percent of ABE learners are at beginning instructional levels.
- Jail programs primarily served ESL-Citizenship learners (50.2 percent), of which, 49.5 percent were at the beginning levels.
- California's ABE 321/326 programs continue to serve more females than males (57.7 percent and 42.3 percent, respectively).
- The majority of learners in ABE and ESL programs were between the ages of 21 and 40. ESL-Citizenship learners were slightly older with the majority between 31 and 50 years of age.
- Hispanic learners were the highest percentage of learners served in all three programs.
- The percentage of Hispanic learners has been increasing since 1994, while the percentage of Asian learners has been decreasing.
- More than one-half (55.6 percent) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program.
- During the past five years, the percentage of learners entering ABE 321/326 programs who have no diploma or degree has remained relatively stable fluctuating from 52.8 percent in 1992-93 to 55.9 percent in 1997-98.

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PROGRAM INFORMATION

Program information includes provider type, instructional program, instructional level, and special program status. A provider type designation is assigned to each agency. Instructors and learners provided the instructional program, instructional level, and special program on the Student Entry Record form completed by each learner.

Provider Type

Ten types of agencies provided instruction to California's ABE 321/326 learners in 1998-99. Six of these provider types were local agencies: school district adult schools (n=182), community college districts (n=15), community-based organizations (n=32), library literacy programs (n=34), county jail programs (n=3), and county offices of education (n=5).

The other four provider types were state agencies: California Conservation Corps (CCC) serving at-risk youth in 11 locations, Department of Developmental Services (CDDS), serving institutional adults in 8 state hospitals, California Department of Corrections (CDC) serving incarcerated adults in 31 prisons, and California Youth Authority, serving youths between the ages of 17 and 25 who have been sentenced by the courts, in 3 locations.

The majority (82.7 percent) of California's ABE 321/326 learners were served by school district adult schools in 1998-99. Other major providers were community college districts (CCD = 7.6 percent), the California Department of Corrections (CDC = 4.7 percent), and community-based organizations (CBO = 2.5 percent). While the percentage of learners served by each provider type has fluctuated over the years, these four providers have consistently served the largest percentage of learners (see Table 2.1).

Table 2.1 – Percentage of Learners Served by Each Provider Type From 1994 to 1999

	1994-95		1995-96		1996-97		1997-98		1998-99	
	n	%	n	%	n	%	n	%	n	%
Adult	83,784	71.4	86,324	70.9	99,616	73.2	118,815	76.2	129,882	82.7
CCD	18,747	16.0	20,349	16.7	20,667	15.2	19,038	12.2	11,866	7.6
CBO	3,110	2.7	4,644	3.8	5,101	3.7	8,118	5.2	4,000	2.5
Library	913	0.8	806	0.7	944	0.7	1,515	1.0	1,199	0.8
Jail	428	0.4	883	0.7	1,384	1.0	255	0.2	552	0.4
COE	355	0.3	186	0.2	186	0.1	3,815	2.4	285	0.2
CDC	6,171	5.3	4,830	4.0	4,637	3.4	2,177	1.4	7,318	4.7
CDDS	2,860	2.4	2,303	1.9	2,467	1.8	365	0.2	741	0.5
CYA	445	0.4	511	0.4	387	0.3	1,480	0.9	681	0.4
CCC	501	0.4	905	0.7	713	0.5	290	0.2	602	0.4
Total	**117,314**	**100.0**	**121,741**	**100.0**	**136,102**	**100.0**	**155,868**	**100.0**	**157,126**	**100.0**

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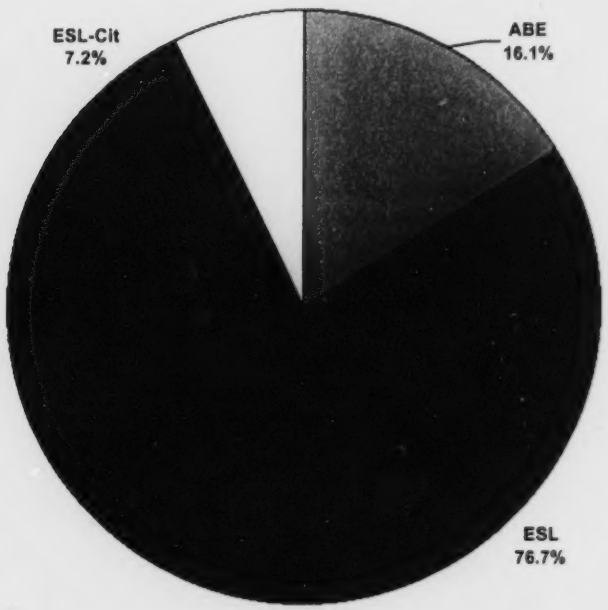
Instructional Program

Student Entry Records reflect results from 157,126 learners enrolled in California's ABE 321/326 programs. Programs in English as a Second Language (ESL) served the largest percentage of learners, 76.7 percent, while Adult Basic Education (ABE) programs served 16.1 percent, and ESL-Citizenship programs served 7.2 percent (see Figure 2.1).

Figure 2.1 – Total Enrollment Population
Distribution of Learners by Instructional Program (1998-99)
(n = 157,126)



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A review of trend data for ABE, ESL, and ESL-Citizenship since 1994-95 indicates that the total number of learners who were represented by the data slightly increased from last year (see Table 2.2). This increase occurred even though the total number of educational providers has significantly decreased from the prior year (326 agencies in 1997-98, 275 agencies in 1998-99). In 1997-98, each agency submitted data on 479 enrollments on average. In 1998-99, the data indicate an average of 572 unique enrollments per agency submission. Thus, while the total number of submissions is relatively the same overall, individual agencies increased their data collection efforts by almost 20 percent on average.

Table 2.2 – Total Enrollment Population
Instructional Program (1994-95 to 1998-99)
(n = 157,126)

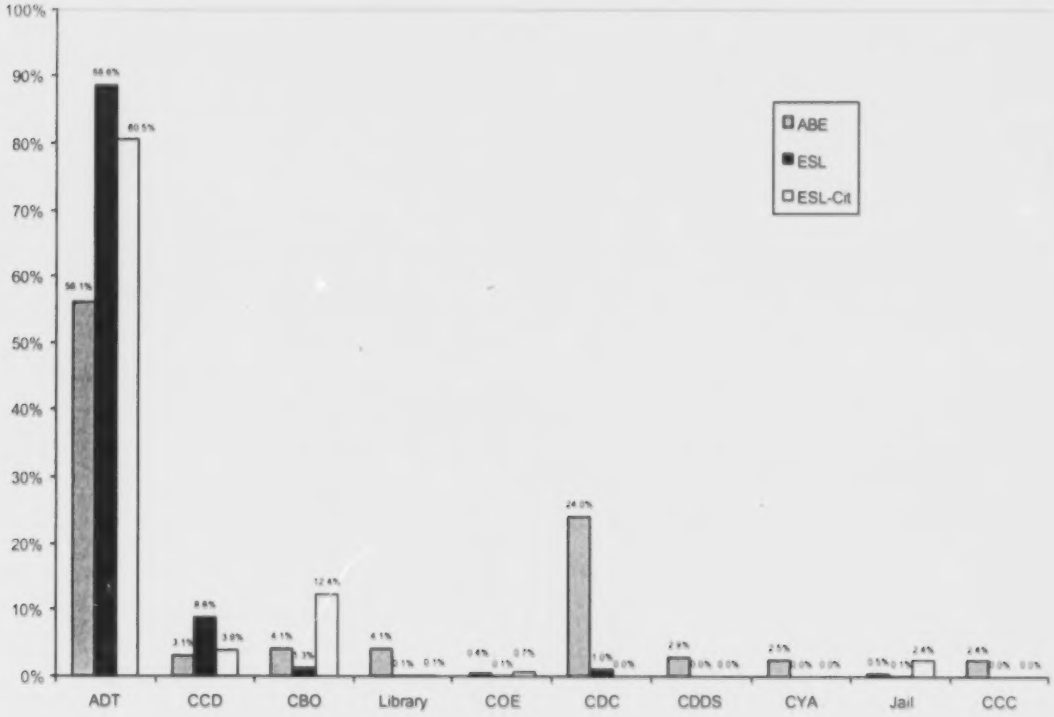
	1994-95		1995-96		1996-97		1997-98		1998-99	
	n	%	n	%	n	%	n	%	n	%
ABE	17,804	16.4	25,576	21.5	22,343	17.5	24,414	15.7	25,304	16.1
ESL	90,518	83.6	85,963	72.4	89,563	70.3	115,210	73.9	120,457	76.7
ESL-Citizenship	--	--	7,302	6.1	15,544	12.2	16,244	10.4	11,365	7.2
Total	**108,322**	**100**	**118,841**	**100**	**127,450**	**100**	**155,868**	**100**	**157,126**	**100**

CASAS 1999

Patterns of Provider Services Within Instructional Program

Further analysis of the characteristics of each of the instructional programs reveals that the pattern of provider services varied by instructional program as shown in Figure 2.2. Within ABE programs, the top four providers were school district adult schools (56.1 percent), the CDC (24.0 percent), community-based organizations (4.1 percent), and library literacy programs (4.1 percent). For ESL, only two providers dominated: school district adult schools (88.6 percent) and community college districts (8.8 percent). For ESL-Citizenship programs, the key providers were school district adult schools (80.5 percent), community-based organizations (12.4 percent) and community college districts (3.9 percent).

Figure 2.2 – Percentage of Learners in Each Instructional Program Serviced by Each Provider Type
(n = 157,126)



CASAS 1999

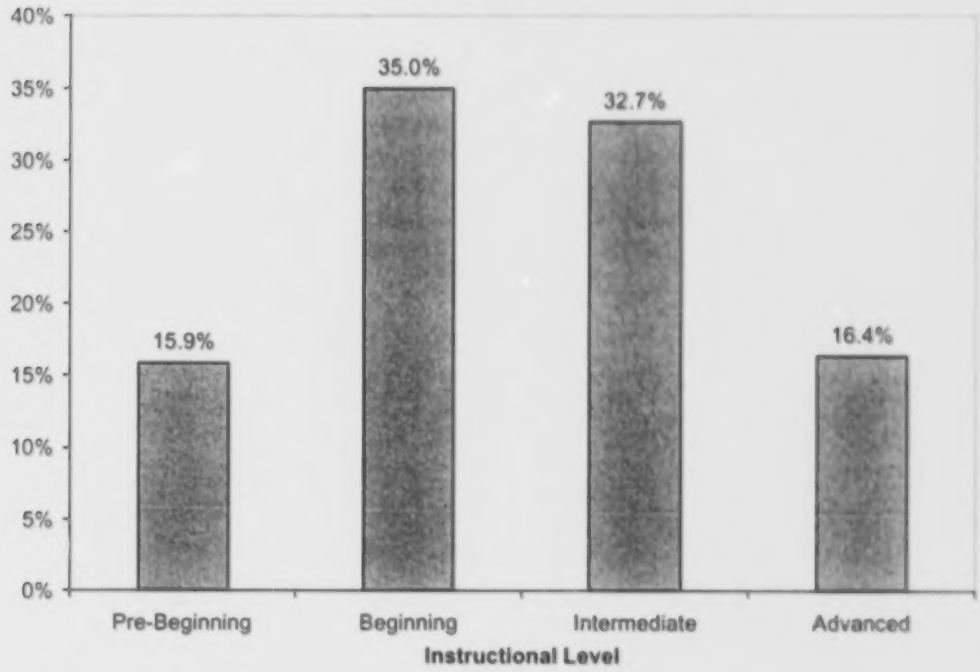
Additional program information concerning learners who comprise the total enrollment population can be found in Appendix C.

Instructional Level

A total of 143,163 learners indicated their instructional level. Figures 2.2 and 2.3 present instructional program and level data for the ABE, ESL, and ESL-Citizenship learners across all provider types.

ABE: The data show that 15.9 percent of the ABE participants are at the pre-beginning level, 35.0 percent at the beginning level, and 32.7 percent at the intermediate level. Among the ABE population, 16.4 percent were at the advanced level, which is much higher than in either the ESL or ESL-Citizenship populations (see Figures 2.3 and 2.4).

Figure 2.3
Percentage of ABE Learners at Each Instructional Level When Entering Program (1998-99)
(n = 18,888)

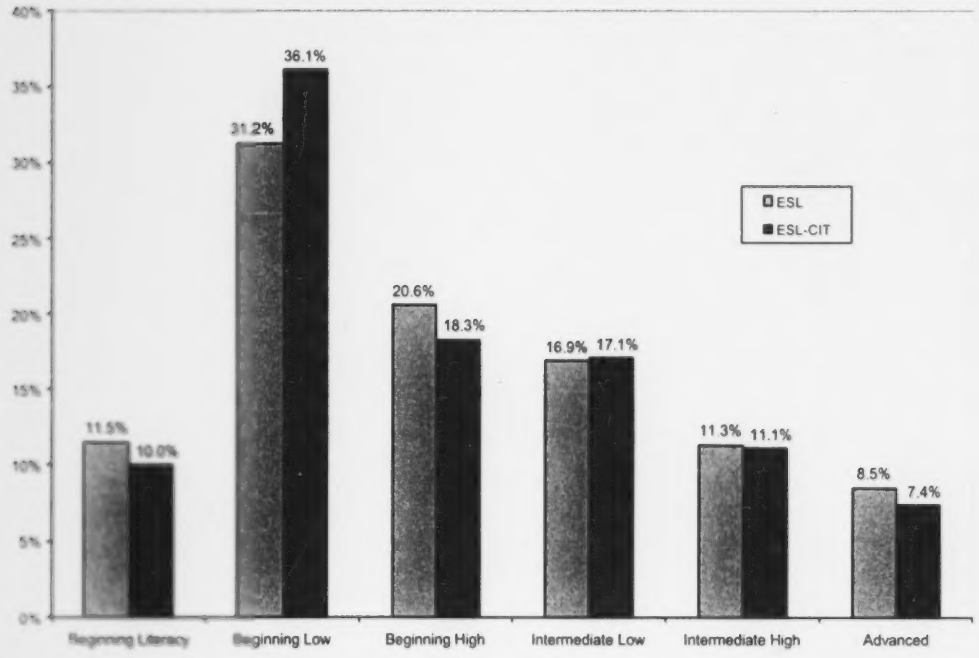


CASAS 1999

ESL: The data indicate that 51.8 percent of ESL learners were either at the beginning low or beginning high levels. Combined with the beginning literacy level (11.5 percent), a total 63.3 percent of all ESL learners are at the beginning levels (see Figure 2.4).

ESL-Citizenship: As seen in Figure 2.4, these data indicate that 64.4 percent of all ESL-Citizenship learners entered at the beginning levels. ESL-Citizenship learners were primarily at the beginning low (36.1 percent) and beginning literacy (10.0 percent) levels. The beginning high level was represented by 18.3 percent of learners. It is at the beginning high level that most participants are able to profit from citizenship instruction and complete a standardized citizenship written test. Among this sample, 46.1 percent of the ESL-Citizenship learners were below this level. However, lower-skilled individuals could benefit from an ESL-Citizenship program if they remained in the program long enough to acquire the necessary English language skills needed to pass a standardized citizenship test and the Immigration and Naturalization Service (INS) interview.

Figure 2.4
Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level When Entering Program (1998-99)
(ESL: n = 114,153; ESL-Cit: n = 10,122)



CASAS 1999

A review of trend data on instructional levels per instructional program reveals the interesting fact that with the exception of last year (1997-98), the number of ESL-Citizenship learners at the Beginning Literacy or Beginning Low instructional levels upon entry has been increasing (see Figure 2.5). For example, during 1995-96, 37 percent of learners were in these two levels; in 1996-97, the percentage was 40.7 percent of learners; and, in 1998-99, 46.0 percent of learners were in these two levels. Figures 2.5 and 2.6 contain trend data for ESL and ABE learners for 1995-96 to 1998-99. As is evident, there are no dramatic changes in the percentage of learners within any of the instructional levels for either the ESL or ABE learner populations.

Figure 2.5 – ESL-Citizenship Instructional Level Trends
From 1995-96 to 1998-99
(1995-96: n = 6,622; 1996-97: n = 14,154; 1997-98: n = 13,921; 1998-99: n = 10,122)

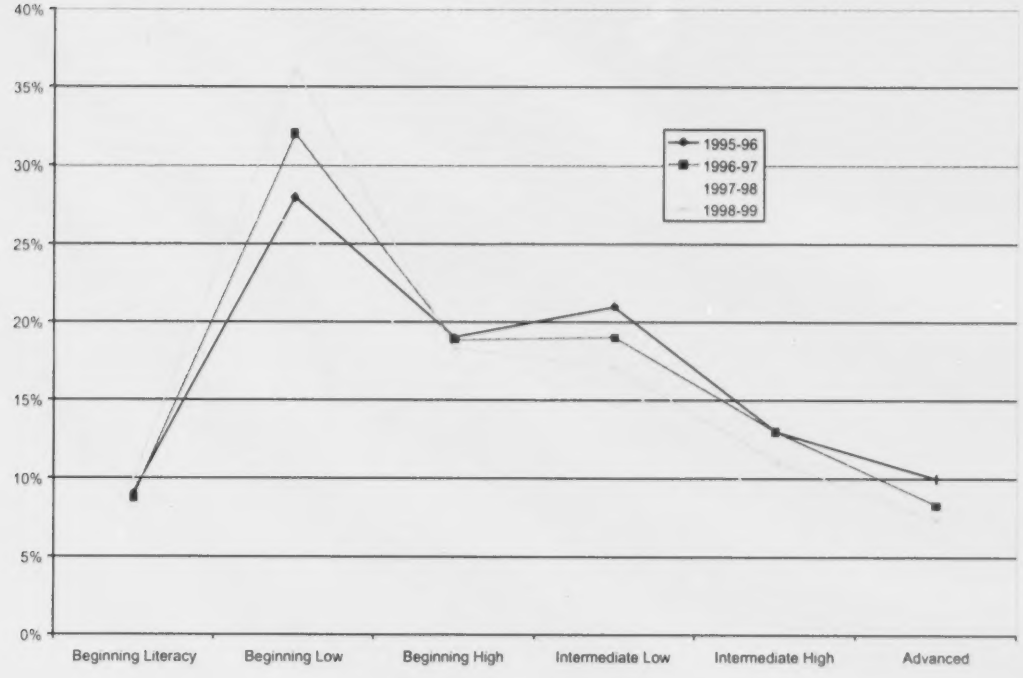


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Figure 2.6 – ESL Instructional Level Trends
From 1995-96 to 1998-99
(1995-96: n = 81,110; 1996-97: n = 87,043; 1997-98: n = 110,707; 1998-99: n = 114,153)

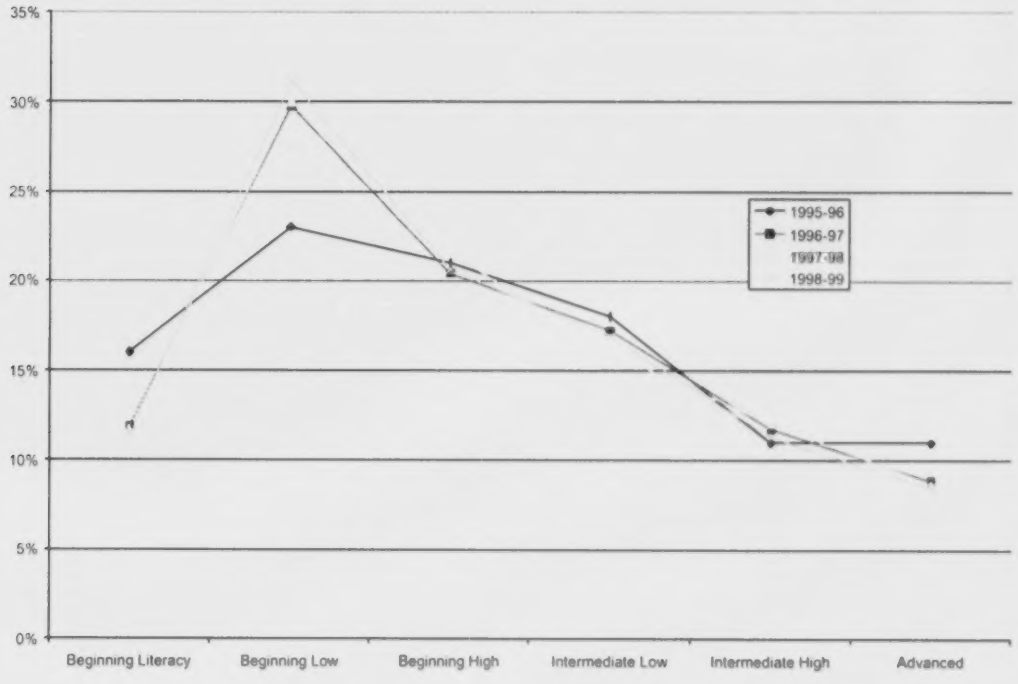

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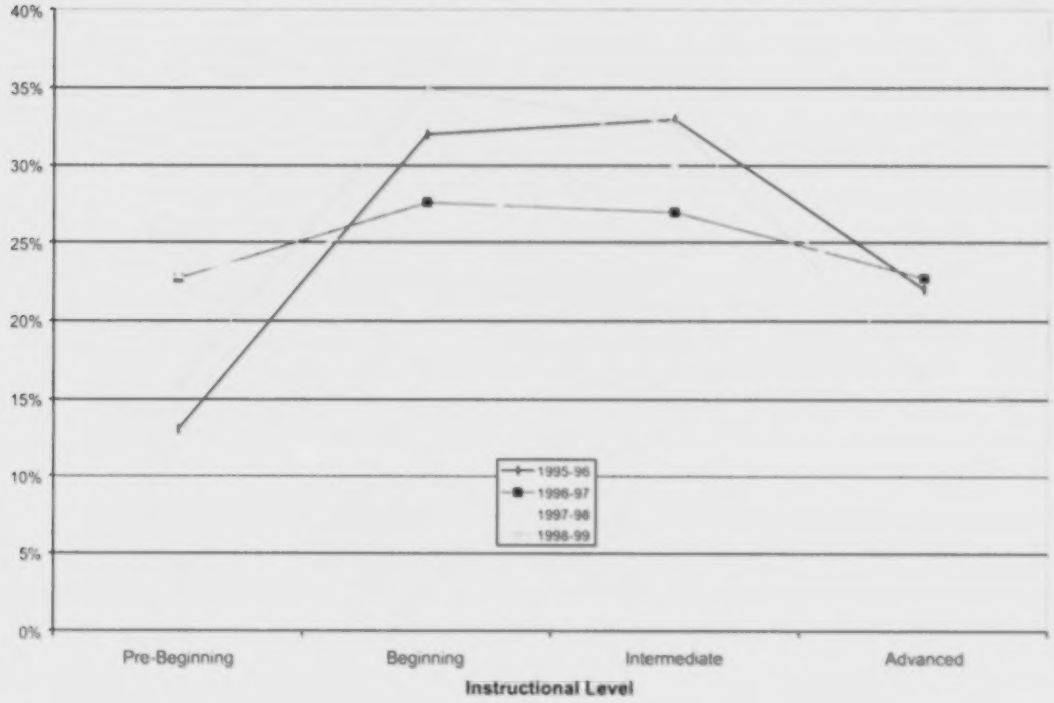
Figure 2.7 – ABE Instructional Level Trends
From 1995-96 to 1998-99
(1995-6: n = 19,644; 1996-97: n = 20,727; 1997-98: n = 20,884; 1998-99: n =18,888)



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Instructional Levels Served Within Instructional Programs
Some variation existed by provider type in the percentages of learners served at various instructional levels within instructional programs.

ABE: Community-based organizations and the CDDS served much higher percentages of learners in the lower ABE instructional levels than did other providers. Among ABE learners serviced by CBOs, 96.4 percent are at pre-beginning or beginning levels. Among CDDS learners enrolled in ABE programs, 80.6 percent entered at pre-beginning or beginning levels. County office of education providers and the CDC evidenced the highest proportion of learners entering ABE programs at the advanced level, 27.5 percent and 24.9 percent respectively (see Table 2.3).

ESL: Jail programs and community-based organizations served a much higher percentage of learners in the beginning ESL instructional levels than did other providers (94.9 percent and 85.4 percent, respectively). Among those providers serving the highest percentage of advanced level ESL learners are library literacy programs (20.5 percent), CCD programs (10.4 percent), and adult school programs (8.4 percent).

Table 2.3 – Percentage of Learners at Each Instructional Level Within Each Provider Type (1998-99)

	Adult		CCD		CBO		Library		COE		CDC		CDDS		CYA		Jail		CCC	
ABE	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pre-Beginning	1,552	15.3	55	8.7	438	59.3	148	15.4	0	0.0	360	7.1	338	45.6	80	22.6	1	1.4	23	17.0
Beginning	3,754	37.0	220	34.6	274	37.1	481	50.0	4	7.8	1,415	28.0	295	39.8	114	32.2	45	64.3	29	21.5
Intermediate	3,241	32.0	306	48.2	16	2.2	220	22.9	33	64.7	2,026	40.0	67	9.0	156	44.1	24	34.3	83	61.5
Advanced	1,594	15.7	54	8.5	10	1.4	113	11.7	14	27.5	1,260	24.9	41	5.5	4	1.1	0	0.0	0	0.0
Total	**10,141**	**100.0**	**635**	**100.0**	**738**	**100.0**	**962**	**100.0**	**51**	**100.0**	**5,061**	**100.0**	**741**	**100.0**	**354**	**100.0**	**70**	**100.0**	**135**	**100.0**
ESL																				
Beginning Literacy	11,419	11.2	1,061	10.4	144	17.3	10	8.5	26	26.3	395	35.0	--	--	17	32.7	83	59.7	0	0.0
Beginning Low	32,220	31.7	2,392	23.6	481	57.9	36	30.8	16	16.2	400	35.4	--	--	13	25.0	38	27.3	1	100.0
Beginning High	21,290	20.9	1,990	19.6	85	10.2	23	19.7	22	22.2	118	10.4	--	--	5	9.6	11	7.9	0	0.0
Intermediate Low	16,840	16.6	2,214	21.8	59	7.1	11	9.4	19	19.2	126	11.2	--	--	6	11.5	0	0.0	0	0.0
Intermediate High	11,335	11.2	1,443	14.2	49	5.9	13	11.1	8	8.1	47	4.2	--	--	11	21.2	0	0.0	0	0.0
Advanced	8,523	8.4	1,057	10.4	13	1.6	24	20.5	8	8.1	44	3.9	--	--	0	0.0	7	5.0	0	0.0
Total	**101,627**	**100.0**	**10,157**	**100.0**	**831**	**100.0**	**117**	**100.0**	**99**	**100.0**	**1,130**	**100.0**	--	--	**52**	**100.0**	**139**	**100.0**	**1**	**100.0**
ESL-CIT																				
Beginning Literacy	679	8.4	35	10.8	290	21.1	0	0.0	11	14.5	--	--	--	--	--	--	0	0.0	--	--
Beginning Low	2,733	33.9	119	36.7	704	51.2	3	33.3	26	34.2	--	--	--	--	--	--	62	22.4	--	--
Beginning High	1,513	18.8	45	13.9	211	15.4	0	0.0	13	17.1	--	--	--	--	--	--	75	27.1	--	--
Intermediate Low	1,460	18.1	78	24.1	105	7.6	1	11.1	14	18.4	--	--	--	--	--	--	70	25.3	--	--
Intermediate High	999	12.4	31	9.6	53	3.9	1	11.1	5	6.6	--	--	--	--	--	--	35	12.6	--	--
Advanced	678	8.4	16	4.9	11	0.8	4	44.4	7	9.2	--	--	--	--	--	--	35	12.6	--	--
Total	8,062	100.0	324	100.0	1,374	100.0	9	100.0	76	100.0	--	--	--	--	--	--	277	100.0	--	--

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ESL-Citizenship: Community-based organizations served a much higher percentage of ESL-Citizenship learners in the beginning instructional levels than did other providers (87.7%) (see Table 2.3). Across providers, the majority of ESL-Citizenship learners entered at the beginning levels of instruction (64.4%).

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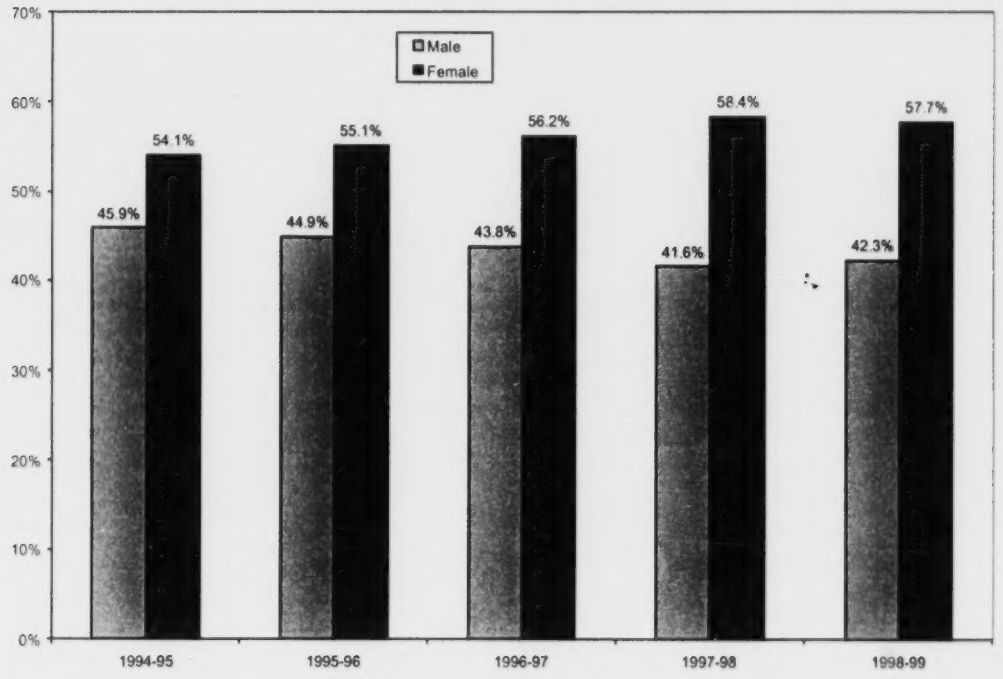
LEARNER INFORMATION

Both instructors and learners provided learner information on the Student Entry Record form. Information detailed in this summary includes gender, age, ethnic background, years of education, and highest degree earned. Similar to last year's report, learners' reasons for enrollment are discussed separately for the local agency population (Chapter 4) and the state population (Chapter 9).

Gender

In 1998-99, as in prior years, California's ABE 321/326 programs served more female than male learners (57.7 percent and 42.3 percent, respectively). A five-year trend analysis indicates relative consistency in the proportion of female to male enrollments (see Figure 2.8). The gender distribution of the population varied by provider type. Adult schools, community colleges, community-based organizations, library literacy, jail, and County Office of Education programs enrolled a greater percentage of females than males. In contrast, males were the overwhelming majority in the remaining provider types, which included all the state agencies (see Table C-1 in Appendix C= learner gender by provider type 98-99).

Figure 2.8 – Total Enrollment Population
Learner Gender (1994-95 to 1998-99)



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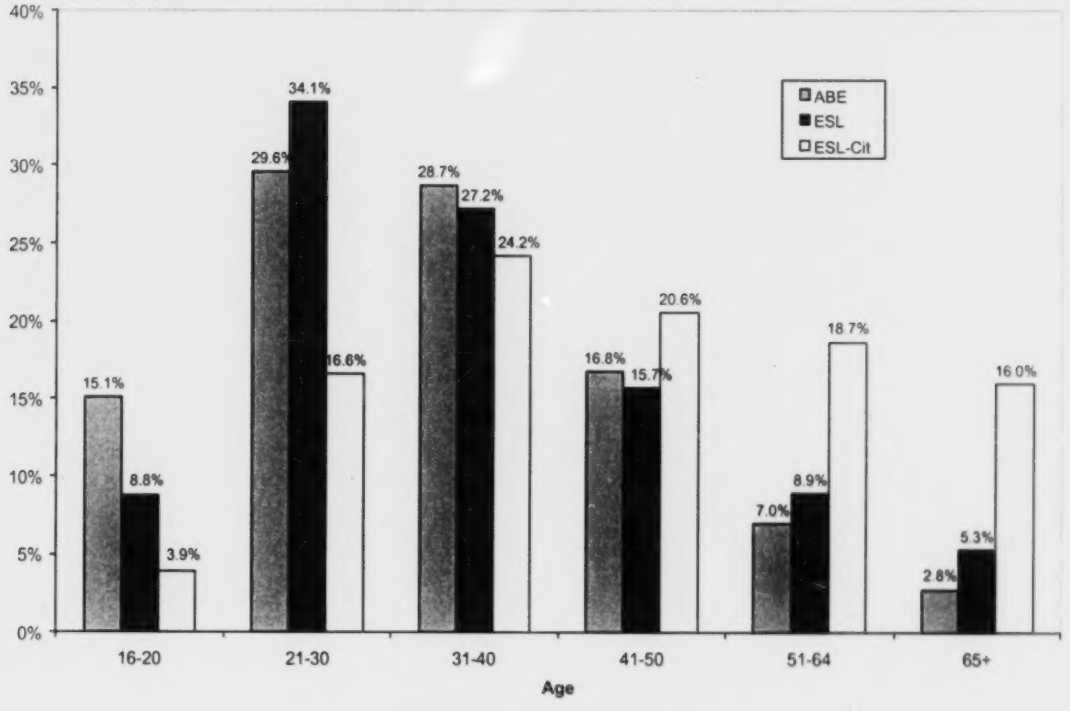
Age

More than one-half (58.3 percent) of ABE 321/326 learners were between 21 and 40 years old. ABE programs served a higher proportion of learners under 21 than did ESL and ESL-Citizenship programs, while ESL-Citizenship programs served a higher proportion of older learners. More than one-half (55.3 percent) of ESL-Citizenship learners are over 40 (see Figure 2.9).

Figure 2.9 – Percentage of Learners Within Each Instructional Program Categorized by Age
(n = 139,662)



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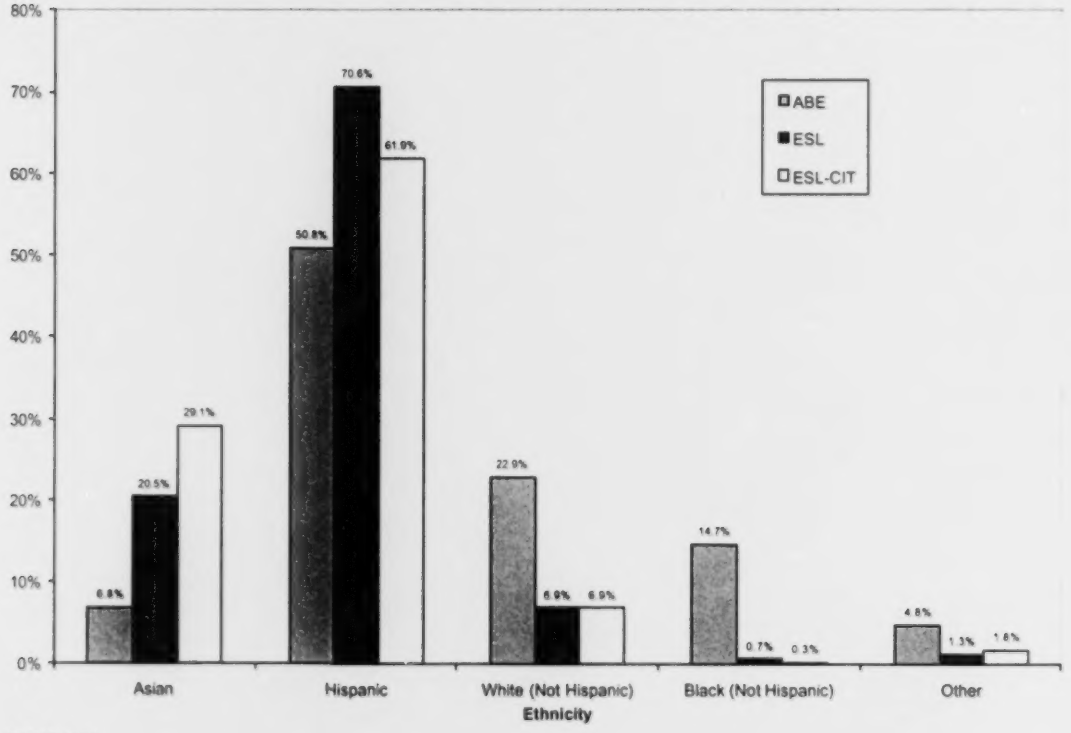
The only notable difference among the provider types in the percentage of learners served within each age group was, as one would expect, the majority of CYA and CCC learners are between ages 15-20 (62.0 percent and 63.9 percent, respectively -- see Table C-2 in Appendix C).

Ethnic Background

Most ABE 321/326 learners are Hispanic (66.8 percent), Asian (18.9 percent), white (9.5 percent), and black (2.9 percent). The percentage of Hispanic learners has been increasing over time, while the percentage of Asian learners has been decreasing (see Table C-8 in Appendix C-4).

Hispanic learners were the highest percentage of learners served in all three programs: ABE (50.8 percent), ESL (70.7 percent), and ESL-Citizenship (61.9 percent). Both white and black learners were also heavily represented in ABE programs (22.9 percent and 14.7 percent, respectively), while Asian learners were more heavily represented in ESL and ESL-Citizenship (20.5 percent and 29.1 percent, respectively, see Figure 2.10).

Figure 2.10 – Percentage of Learners Within Each Instructional Program Categorized by Ethnicity (1998-99)
(n = 148,529)



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The ethnic background of learners also varied according to provider type. The highest percentage of learners attending adult schools (69.1 percent) and community-based organizations (73.0 percent) were Hispanics, while Asians also heavily represented (19.6 percent and 11.4 percent, respectively -- see Table 2.4).

Table 2.4 – Percentage of Learners Within Each Provider Type Representing Each Ethnic Group (1998-99)
(n =148,529)

	Adult		CCD		CBO		Library		COE	
Ethnicity	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
White (not Hispanic)	10,199	8.3	1,340	11.9	447	11.7	286	24.2	54	19.0
Hispanic	84,644	69.1	6,639	59.0	2,780	73.0	610	51.5	151	53.2
Asian	24,067	19.6	2,837	25.2	434	11.4	162	13.7	44	15.5
Black	1,639	1.3	238	2.1	136	3.6	105	8.9	6	2.1
Pacific Islander	215	0.2	29	0.3	3	0.1	4	0.3	1	0.4
Filipino	668	0.5	77	0.7	4	0.1	4	0.3	1	0.4
Native American	1,107	0.9	87	0.8	5	0.1	12	1.0	27	9.5
Native Alaskan	17	0.0	2	0.0	0	0.0	1	0.1	0	0.0

	CDC		CDDS		CYA		Jail		CCC	
Ethnicity	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
White (not Hispanic)	956	13.6	423	57.4	31	5.7	57	10.6	266	46.2
Hispanic	3,769	53.5	103	14.0	336	61.4	117	21.7	115	20.0
Asian	155	2.2	11	1.5	31	5.7	332	61.7	4	0.7
Black	1,815	25.7	163	22.1	102	18.6	24	4.5	119	20.7
Pacific Islander	57	0.8	5	0.7	7	1.3	0	0.0	20	3.5
Filipino	61	0.9	12	1.6	7	1.3	1	0.2	6	1.0
Native American	234	3.3	18	2.4	33	6.0	7	1.3	46	8.0
Native Alaskan	2	0.0	2	0.3	0	0.0	0	0.0	0	0.0

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The percentage of learners from each category of ethnicity remained relatively similar to the distribution seen in previous years, across provider type. One noteworthy exception is the distribution of learners served by CBOs. Community-based organizations served 33 percent Hispanic learners in 1994-95, 60 percent in 1995-96, 80.1 percent in 1997-98, and 73.0 percent in 1998-99. The number of Asian learners (including Filipinos) enrolled in CBOs decreased from 31 percent in 1994-95 to 12 percent in 1995-96 and 8.4 percent in 1997-98 and 11.4 percent in 1998-99.

Tables C-5a and C-5b in Appendix C contains information presented on learners' native language by instructional program and provider type. A learner's native language was defined as the predominant language spoken in the household when the learner was a child.

Highest Degree Earned

California's ABE 321/326 programs served individuals with little prior education. More than one-half (55.6 percent) of program learners had no high school diploma or degree prior to enrollment in an ABE 321/326 program. All three instructional programs enroll the majority of their learners with no formal degree (ABE, 68.0 percent; ESL, 52.1 percent; and ESL-Cit., 63.3 percent) (see Table C-6, Appendix C). The educational level of learners entering ABE 321/326 programs has been declining over time. The percentage of learners enrolling who have no diploma or degree was 55.6 percent in 1997-98 compared to 552.7 percent in 1995-95 (see table C-7 in Appendix C). In an analysis of the data by provider type, the percentages of learners who had not earned a formal diploma or degree ranges from 42.4 percent to 97.0 percent. The percentages, in decreasing order by provider type, of those who had not earned a formal diploma or degree are: CYA (97.0 percent), CBO (81.3 percent), CDC (78.4 percent), COE (77.3 percent), CDDS (57.9 percent), library literacy (55.8 percent), adult schools (54.4 percent), jails (50.7 percent), CCC (48.9 percent), and CCD (42.4 percent) -- see Table 2.5.

Table 2.5
Total Enrollment Population
Highest Degree Earned by Provider Type (1998-99)
(n = 140,263)

	Adult		CCD		CBO		Library		COE	
Highest Degree	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
None	63,047	54.4	4,426	42.4	2,756	81.3	548	55.8	214	77.3
GED Certificate	3,204	2.8	293	2.8	44	1.3	9	0.9	9	3.2
High School Diploma	27,361	23.6	2,997	28.7	286	8.4	344	35.0	40	14.4
Tech Cert.	6,464	5.6	648	6.2	59	1.7	6	0.6	6	2.2
A.A. / A.S.	2,380	2.1	361	3.5	53	1.6	12	1.2	3	1.1
4 Year College	7,098	6.1	1,011	9.7	113	3.3	42	4.3	3	1.1
Graduate Studies	2,750	2.4	404	3.9	31	0.9	5	0.5	1	0.4
Other	3,556	3.1	290	2.8	46	1.4	16	1.6	1	0.4
Total	115,860	100.0	10,430	100.0	3,388	100.0	982	100.0	277	100.0

	CDC		CDDS		CYA		Jail		CCC	
Highest Degree	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
None	5,426	78.4	419	57.9	542	97.0	272	50.7	286	48.9
GED Certificate	391	5.6	50	6.9	9	1.6	26	4.9	58	9.9
High School Diploma	833	12.0	160	22.1	8	1.4	184	34.3	223	38.1
Tech Cert.	108	1.6	8	1.1	0	0.0	12	2.2	8	1.4
A.A. / A.S.	37	0.5	22	3.0	0	0.0	5	0.9	4	0.7
4 Year College	30	0.4	15	2.1	0	0.0	28	5.2	0	0.0
Graduate Studies	5	0.1	0	0.0	0	0.0	6	1.1	0	0.0
Other	92	1.3	50	6.9	0	0.0	3	0.6	6	1.0
Total	6,922	100.0	724	100.0	559	100.0	536	100.0	585	100.0

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Chapter 3
Program and Learner Information: Who Participates in Adult Education Through Local Agency Providers?

Chapter Three provides information about program services and individuals served in adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. Information about students in state agency programs can be found in Chapter 8. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data.

Data Highlights

- 147,784 Student Entry Forms were received from learners enrolled in ABE, ESL, and ESL-Citizenship programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (80.6 percent).
- Five percent of local agency learners indicated they received TANF/GAIN or other public assistance.
- The most frequently cited primary reasons for enrollment for ABE learners were improving skills (32.8 percent), education (27.4 percent), communication (14.0 percent), personal goal (8.5 percent), and get a job (6.0 percent).
- The most frequently cited primary reasons for enrollment for ESL learners were communication (40.4 percent), improve skills (19.1 percent), get a job (11.6 percent), and personal goal (9.3 percent).
- The most frequently cited primary reasons for enrollment among ESL-Citizenship learners were citizenship (56.0 percent), communication (16.1 percent), improve skills (11.0 percent), and get a job (5.5 percent).

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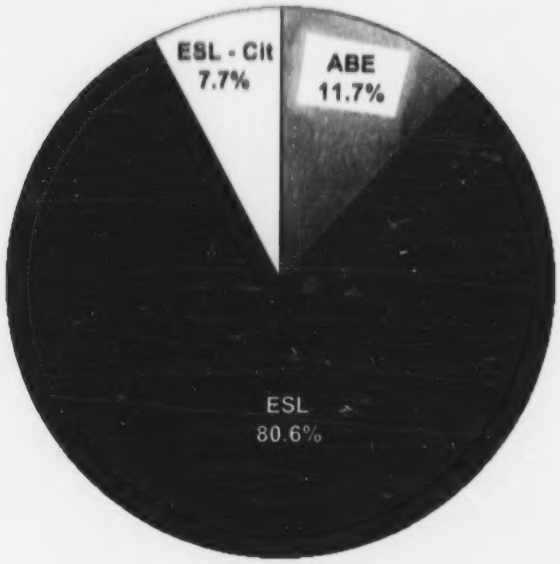
PROGRAM INFORMATION

Instructional Program

Of the total enrollment population of 157,126 who indicated their program area, 147,784 were enrolled in local agency programs. Most of the participants in adult education serviced by local agencies were in ESL programs. Figure 3.1 indicates the distribution of learners by program area.

Figure 3.1 – Local Agency Population
Distribution of Learners by Instructional Program (1998-99)



n = 147,784

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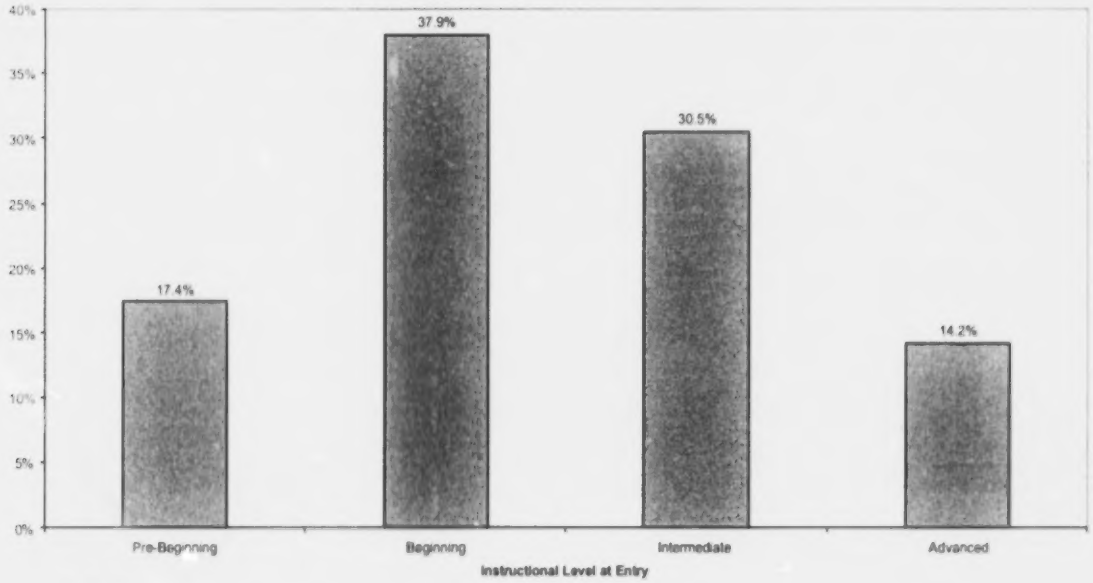
Instructional Levels

A total of 135,689 learners indicated their instructional levels. Figures 3.2 and 3.3 present instructional program and level data for the ABE, ESL, and ESL-Citizenship learners who are classified as local agency learners. Within the ABE population, the majority of learners (55.3 percent) were at the beginning levels, followed by those at the intermediate level (30.5 percent).

Figure 3.2 – Percentage of ABE Learners at Each Instructional Level when Entering Program (1998-99)
(n = 12,597)



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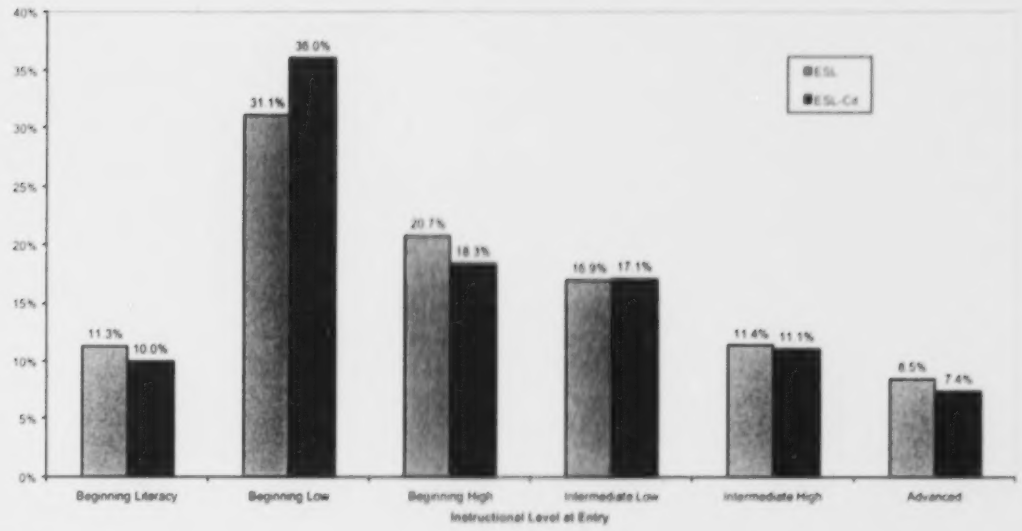
ESL and ESL-Citizenship learners were represented most heavily at the beginning levels, with 63.1 percent and 64.3 percent respectively. The largest proportion of learners within each program was beginning low.

Figure 3.3 – Percentage of ESL and ESL-Citizenship Learners at Each Instructional Level when Entering Program (1998-99)
(ESL: n = 112,970; ESL-Cit: n = 10,122)



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LEARNER INFORMATION – SPECIAL PROGRAMS AND REASONS FOR ENROLLMENT

Special Programs

When learners enrolled in adult education, there were asked to mark all Special Programs that were applicable. Multiple marks were allowed. The percentages reported in Table 3.1 represent the number of learners in the local agency population that marked a particular special program.

Table 3.1 – Percentage of Learners in the Local Population Enrolled In Special Programs (1998-99)
(n = 147,784)

Special Program	Frequency	Percent
TANF/GAIN	3,949	2.7
JTPA	368	0.2
Correctional Ed.	417	0.3
Jail	1,058	0.7
Special Ed.	2,425	1.6
Homeless	82	0.1
Family Lit.	1,259	0.9
Workplace Ed.	459	0.3
Distance Learning	1,703	1.2
5% Projects	533	0.4
Alternative Education	1,046	0.7
Tutoring	1,426	1.0
Other Welfare	3,361	2.3

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The total number of learners on Public Assistance may be estimated by adding the TANF/GAIN count with the Other Welfare count. The total number of learners indicating one or both is 7,310, which represents 4.9 percent of the population. The number of individuals who marked both categories is 488 representing 0.3 percent of the total population.

Reasons for Enrollment

A portion of the Student Entry Record solicited information regarding the primary and secondary reasons learners had for enrolling in one of the three instructional programs. The data show that learner reasons for enrollment varied by instructional program, as one would expect.

ABE: For learners in ABE programs, the most frequently cited primary reasons for enrollment were improve skills (32.8 percent), education (27.4 percent), communication (14.0 percent), and personal goal (8.5 percent). The most frequently cited secondary reasons for enrollment were improve skills (25.3 percent), communication (17.1 percent), personal goal (15.4 percent), and get a job (14.0 percent). See Table 3.2 for all other percentages.

Table 3.2 – Percentage of ABE Learners Indicating Primary And Secondary Reasons for Enrollment (1998-99)

(Primary Reason: n = 16,098; Secondary Reason: n = 15,558)

	Primary Reason	Secondary Reason
HS Dipl or GED	27.4%	8.6%
Improve Skills	32.8%	25.3%
Get Job	6.0%	14.0%
Improve Job	4.7%	8.7%
Personal or Family	8.5%	15.4%
Citizenship	2.5%	2.2%
Communication	14.0%	17.1%
Enter Post Sec	0.3%	1.0%
Mandated	3.0%	0.6%
Military	0.1%	0.6%
None	n/a	4.2%
Other	0.8%	2.3%

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ESL: For learners in ESL programs, the most frequently cited primary reasons for enrollment were communication (40.4 percent), improve skills (19.1 percent), get a job (11.6 percent), and personal goal (9.3 percent). Their most frequently cited secondary reasons for enrollment were communication (30.0 percent), personal goal (15.2 percent), get a job (14.5 percent), and improve skills (14.2 percent). See Table 3.3 for all other percentages.

Table 3.3 – Percentage of ESL Learners Indicating Primary and Secondary Reasons for Enrollment (1998-99)
(Primary Reason: n = 109,203; Secondary Reason: n = 107,426)

	Primary Reason	Secondary Reason
HS Dipl or GED	7.0%	4.0%
Improve Skills	19.1%	14.2%
Get Job	11.6%	14.5%
Improve Job	6.7%	9.8%
Personal or Family	9.3%	15.2%
Citizenship	3.8%	5.7%
Communication	40.4%	30.0%
Enter Post Sec	0.6%	0.9%
Mandated	0.8%	0.3%
Military	0.1%	0.2%
None	n/a	4.2%
Other	0.5%	1.0%

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ESL-Citizenship: For learners in ESL-Citizenship programs, the most frequently cited primary reasons for enrollment were citizenship (56.0 percent), communication (16.1 percent), improve skills (11.0 percent), and get a job (5.5 percent). Their most frequently cited secondary reasons for enrollment were communication (33.4 percent), improve skills (19.3 percent), citizenship (16.4 percent), and personal goal (12.8 percent). See Table 3.4 for all other percentages.

Table 3.4 – Percentage of ESL-Citizenship Learners Indicating Primary And Secondary Reasons for Enrollment (1998-99)
(Primary Reason: n = 10,585; Secondary Reason: n = 10,322)

	Primary Reason	Secondary Reason
HS Dipl or GED	2.5%	1.7%
Improve Skills	11.0%	19.3%
Get Job	5.5%	6.9%
Improve Job	2.8%	4.8%
Personal or Family	4.4%	12.8%
Citizenship	56.0%	16.4%
Communication	16.1%	33.4%
Enter Post Sec	0.2%	0.3%
Mandated	1.3%	0.3%
Military	0.0%	0.0%
None	n/a	3.5%
Other	0.2%	0.6%

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Appendix F contains geographic region data for local agencies.

Chapter 4
Goal Attainment Information:
What Changes Occurred for Learners?

Chapter 4 provides information about learners' goal attainment in local agency programs. Goal attainment information was collected on the Student Update Record and was obtained from learners during and at the end of the instructional period. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional period.

Data Highlights

- Overall enrollment status indicated that 67.6 percent of all learners remained in their program or left after completing their goal.
- Overall retention rate decreased to some extent from 70.7 percent in 1997-98 to 67.6 percent in 1998-99.
- Learners in ABE, ESL, and ESL-Citizenship programs demonstrated success with at least 28.6 percent in each program reporting having completed or advanced to a higher instructional level.
- Improved communication and meeting personal goal were the two most frequently cited experiences realized by learners in all three instructional programs during the instructional period.
- ESL programs had the highest percentage of learners (40.2 percent) reporting improved communication skills.
- Learners whose primary reason for enrollment was to get a job reported a higher percentage (18.4 percent) of employment acquisition than those who enrolled for other reasons. This represents an 8 percent increase over last year.
- 56.4 percent of learners who left their instructional program prior to completion did so for unknown reasons.
- Schedule conflicts (11.9 percent), employment acquisition (8.9 percent), and relocation (7.6 percent) were the most frequently cited reasons for leaving an instructional program prior to completion.
- Females were nearly 10 times as likely to leave an instructional program before completion due to childcare issues.
- Learners 65 years and older were more likely to leave for health reasons (14.4 percent) or relocation (11.8 percent).

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GOAL ATTAINMENT INFORMATION

Learner Enrollment Status

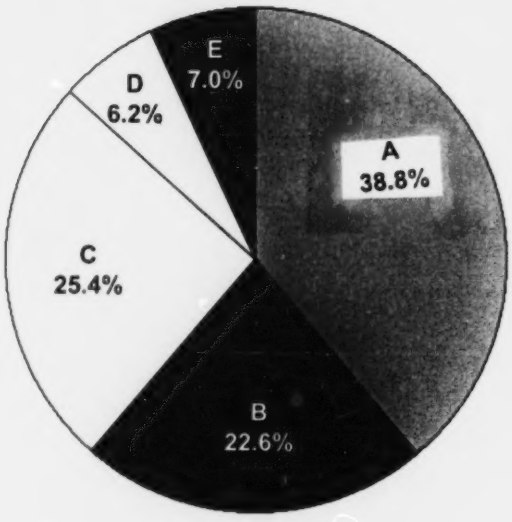
Learner enrollment status was supplied by instructors and captured one of three possible options:

1. Remained in program and/or completed level or goal: Learners who were enrolled at the time of completing the Student Entry Record or who left their program after completing level or goal. This option, remained in program and/or completed level or goal, contained learners who indicated one of the following three responses:
   - Remained in program at same level: Learners who were enrolled in the program at the same level as they had been at the time of completing their Student Entry Record.
   - Remained and completed level and moved to a higher level: Learners who completed the instructional level they entered at and moved to a higher level.
   - Left after completing level or goal: Learners who left their instructional program after completing the level at which they entered or their goal.
2. Left before completing personal goal or level entered: Learners who were no longer in their program and had not completed their personal goal or the instructional level at which they entered.
3. Enrolled/did not begin instruction: Learners who did not attend more than 12 hours after completing their Student Entry Record.

At the time of completing the Student Update Record, 67.6 percent of learners remained enrolled in ABE 321/326 programs, while 25.4 percent had left before completing a personal goal or the level they entered, and 7.0 percent had enrolled but did not begin instruction (see Figure 4.1).

Figure 4.1 – Local Agency Population
Distribution of Learners by Learner Enrollment Status (1998-99)

n = 106,933



A = Retained Same Level
B = Moved Up
C = Left Before Completion
D = Left After Completion
E = No Show or <12 Hours

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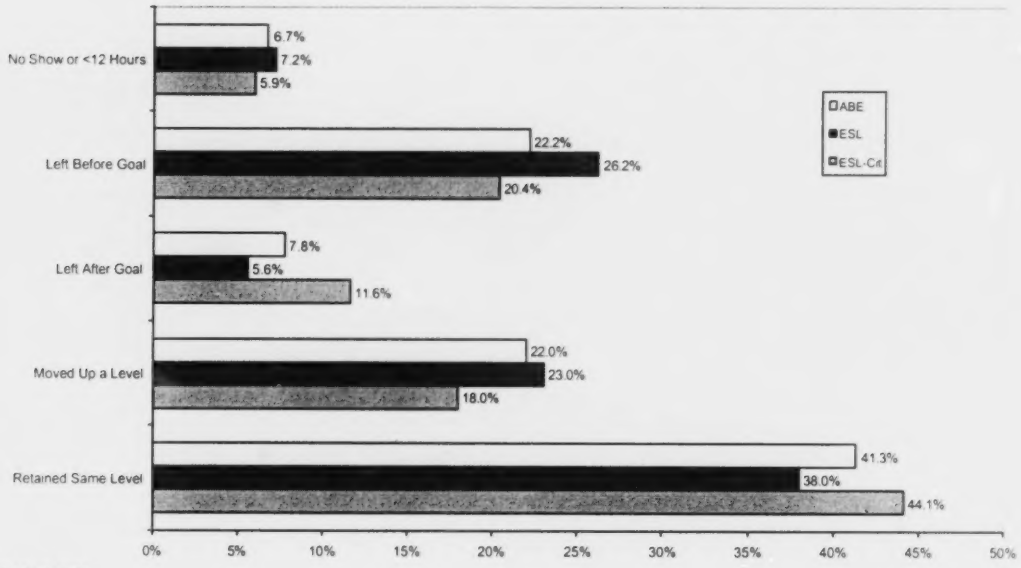
Regardless of the type of adult education program, there is a similar proportion of learners remaining in or completing their programs: 71.1 percent of ABE learners, 66.6 percent of ESL learners and 73.7 percent of ESL-Citizenship learners (see Figure 4.2).

Figure 4.2—Local Agency Population
Enrollment Status of Learners Within Each Instructional Program (1998-99)
(n = 106,933)



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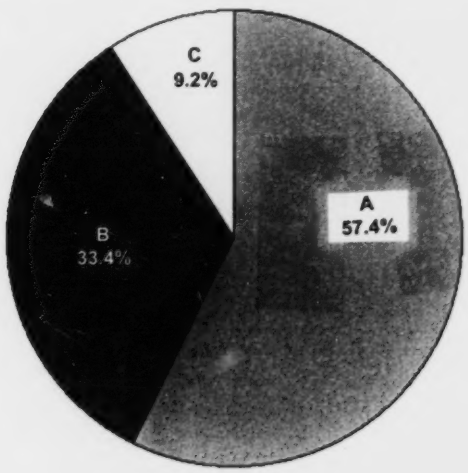
Learner Progress

CASAS analyzed learner progress for three types of learners: (1) those who were remaining in their program at the time they completed the Student Update Record; (2) those who left after completing the level at which they entered; and those who reached their educational goal.

Figure 4.3 indicates the majority (57.4 percent) of students were retained at the same program level. An additional 33.4 percent moved to a higher performance level and 9.2 percent left after completing the instructional level at which they entered or after achieving their goal.

Figure 4.3 –Percentage of Each Level of Progress Among Learners Remaining in an Instructional Program at Student Update (1998-99)

(Local Agencies Only: n = 72,250)



A = Retained in Program at Same Level
B = Moved Up
C = Left after Goal

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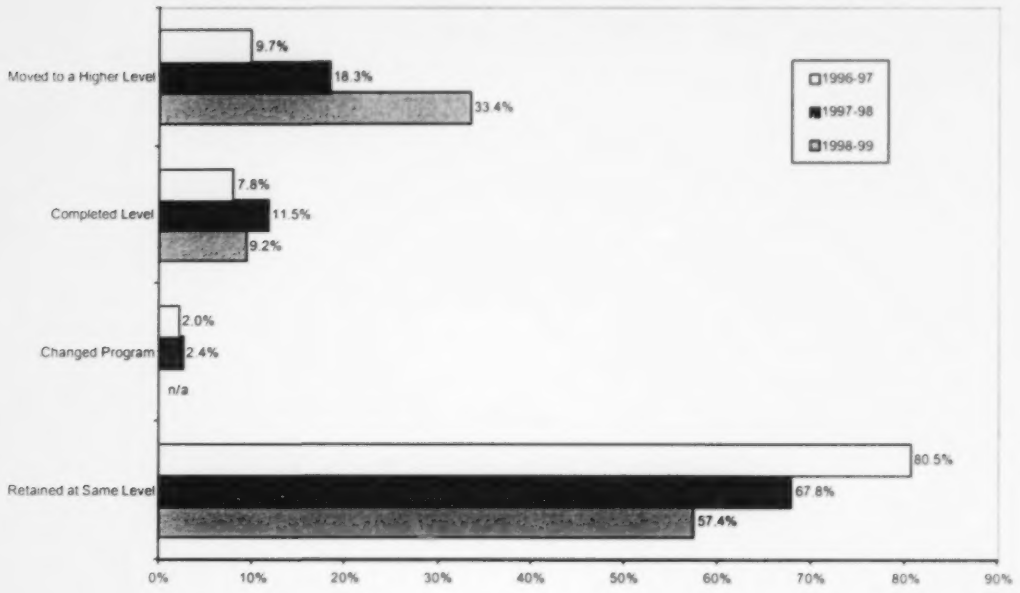
Overall, progress results for the 1998-99 instructional period were much better than the previous two years. Of those learners remaining in their program or completing a level, nearly 43 percent moved to a higher level or completed the level they entered. Only 29.8 percent of learners achieved these outcomes in 1997-98 and even fewer were represented in 1996-97 (17.5 percent). See Figure 4.4 for all other comparisons.

Figure 4.4 –Percentage of Learners Within Each Instructional Year at Various Levels of Progress (1996-97 to 1998-99)
(1996-97: n = 31,889; 1997-98: n = 78,129; 1998-99: n = 72,250)



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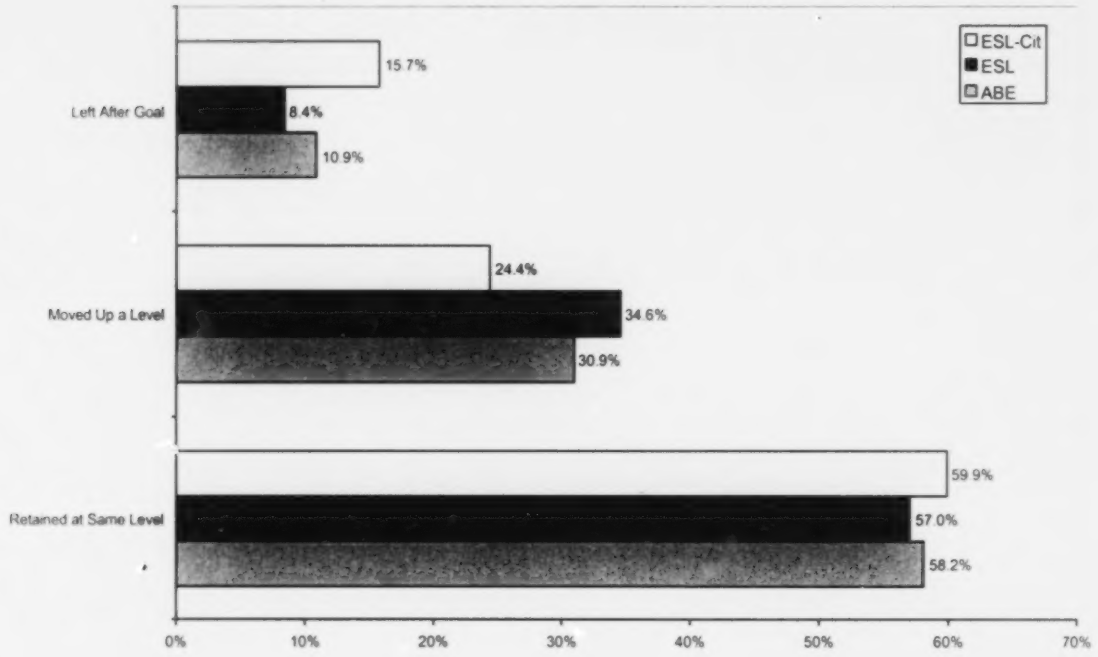
At least 40 percent of the learners, regardless of the instructional program, demonstrated success by completing the instructional level they entered or advancing to a higher level. However, learners in ESL-Citizenship programs were more likely to remain in their program or to complete their educational goal. Students in ESL programs were more likely to move up a level at the end of their course. See Figure 4.5 for specific comparisons.

Figure 4.5 – Percentage of Learners Within Each Program at Each Level of Progress (1998-99)
(n = 72,250)



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Learner Results

CASAS collected learner results data to document changes that occurred for learners during the course of instruction. As mentioned in the previous chapter, learner results are conceptualized as experiences that were realized by learners during the instructional period. Respondents were asked to mark all outcomes they experienced during the period of instruction. Unlike previous years, learner results were broken into four major categories reflecting new reporting requirements outlined by the National Reporting System (NRS). Below is a listing of the various outcomes according to their respective categories:

Employment

- Met personal goal
- Got a job
- Advanced to a higher skill job
- Entered job training
- Entered apprenticeship
- Entered military
- Other

Personal / Family

- Met personal goal
- Read more to child
- Became more involved in child's schooling
- Improved communication skills
- Other

Community

- Met personal goal
- Passed citizenship test
- Received U.S. citizenship
- Registered to vote / voted for the first time
- Other

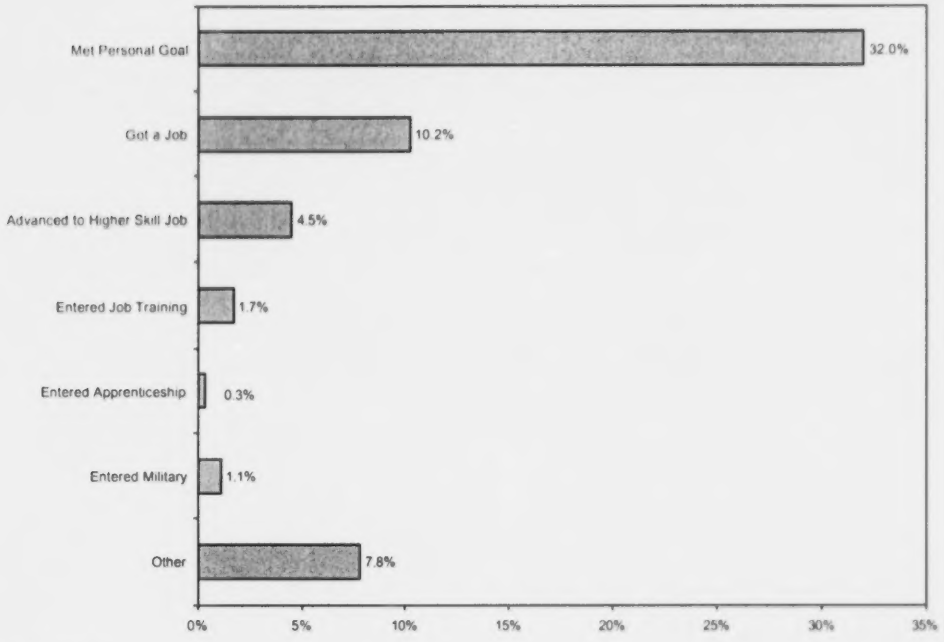
Education

- Met personal goal
- Earned high school diploma
- Passed GED
- Entered post secondary education
- Entered other education or training program

Learner outcomes are presented according to these four clusters. Percentages are interpreted as the proportion of learners endorsing any particular outcome among those who either remained in their program at time of update or who left after completing the instructional level at which they entered.

ABE 321/326 learners (n = 72,250) most often cited "Met Personal Goal" as the Employment outcome (32.0 percent). Just over 10 percent of learners reported acquiring employment during the instructional period, and nearly 4.5 percent of learners reported advancing to a higher skilled job. Last year, only 4.9 percent of learners reported acquiring employment, while 5.6 percent reported advancing in their jobs. The percentage of learners acquiring employment during the 1998-99 instructional period is more than twice last year's finding. Figure 4.6 illustrates the percentage of learners endorsing each of the possible employment outcomes.

Figure 4.6 – Percentage of Learners Who Experienced a Particular Employment Outcome During the Instructional Period (1998-99)
(n = 72,250)



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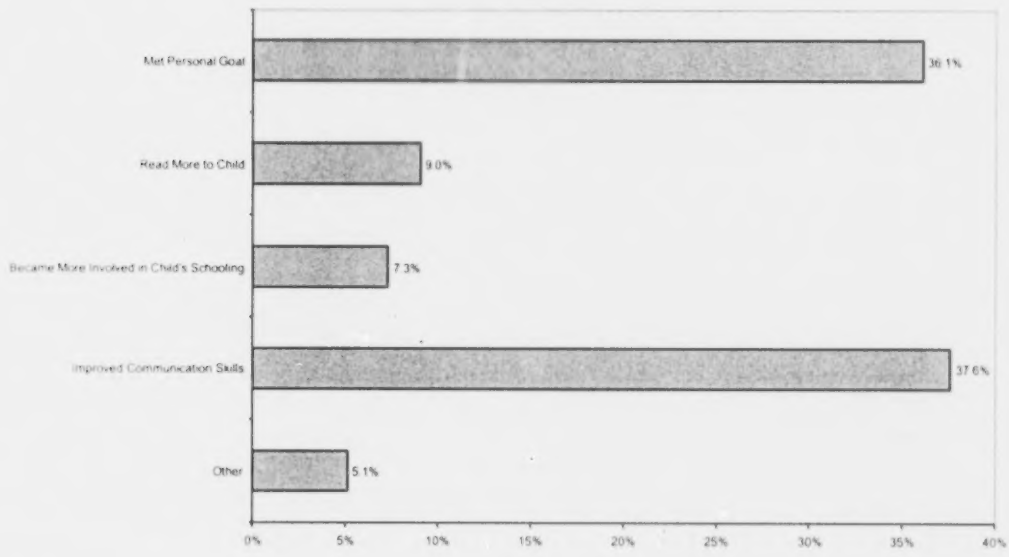
ABE 321/326 learners (n = 72,250) most often cited "Improved Communication Skills" (37.6 percent) and "Met Personal Goal" (36.1 percent) as Personal/Family outcomes from their participation in adult education programs. Just over 7 percent of learners reported more involvement in their child's schooling and 9 percent of learners reported reading more to their children. For 1998-99, nearly 62 percent of learners reported improved communication skills while this year 37.6 percent reported achieving this outcome. However, the percentage of learners reporting more involvement in their child's schooling represents a 33 percent increase over last year (1997-98: 5.5 percent, 1998-99: 7.3 percent). Figure 4.7 illustrates the percentage of learners endorsing each of the possible Personal/Family outcomes.

Figure 4.7 – Percentage of Learners Who Experienced a Particular Personal/Family Outcome During the Instructional Period (1998-99)
(n = 72,250)



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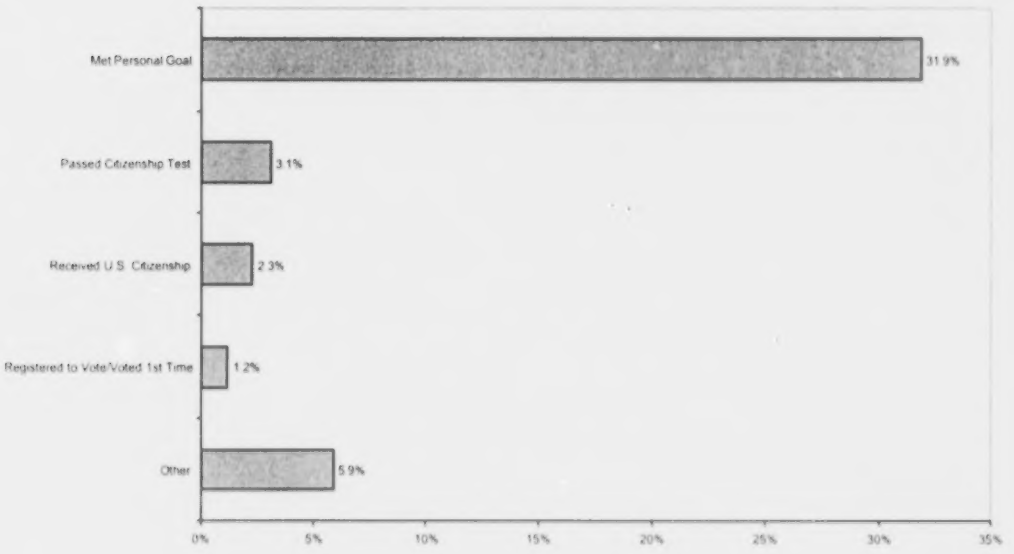
When asked which Community outcome occurred from their participation in adult basic education programs, ABE 321/326 learners (n = 72,250) identified "Met Personal Goal" (31.9 percent) most frequently. The percentage of learners reporting outcome achievements in this category is significantly lower than in the other three. This is partly a result of the narrow focus of the outcomes included in this category, namely, citizenship acquisition tasks or voting behavior. Learners enrolled in ESL-Citizenship programs are more likely than other learners to realize the achievements within this category yet they represent the smallest proportion of learners overall (7.2 percent). It is noteworthy that the percentage of learners achieving each of the listed outcomes represents an increase over last year. Figure 4.8 illustrates the percentage of learners endorsing each of the possible Community outcomes.

Figure 4.8 – Percentage of Learners Who Experienced a Particular Community Outcome During the Instructional Period (1998-99)
(n = 72,250)



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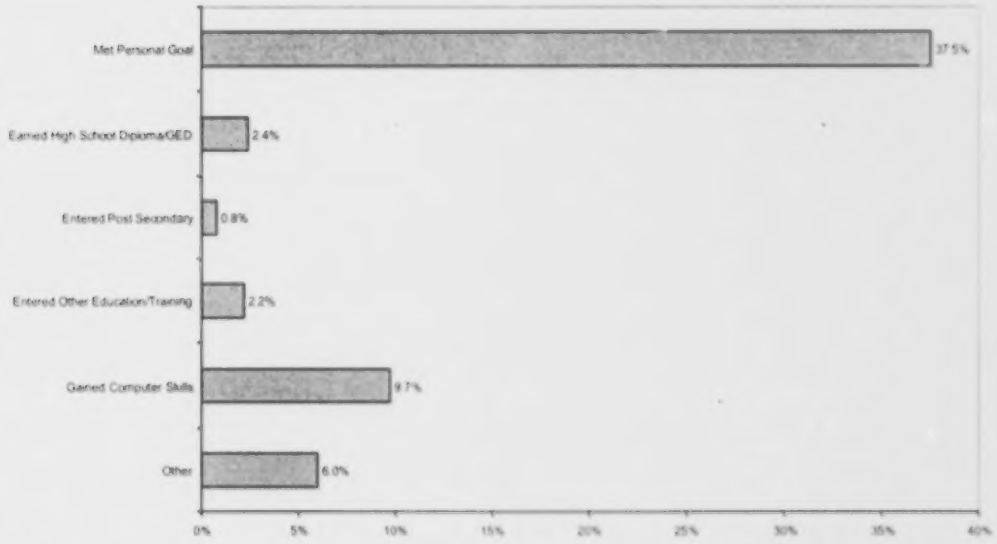
Similar to the other three achievement categories, the most common Education related outcome reported by ABE 321/326 learners (n = 72,250) was "Met Personal Goal" (37.5 percent). Nearly 10 percent of learners reported increased computer skills, which is an outcome that was newly added this data collection period. Overall, 2.4 percent of those entering their instructional program as either an ABE or ESL learner reported acquiring their high school diploma or GED certificate at the end of instruction. In addition, 3 percent of learners reported entering post secondary education at the end of the instructional period. Figure 4.9 illustrates the percentage of learners endorsing each of the possible Educational outcomes.

Figure 4.9 – Percentage of Learners Who Experienced a Particular Educational Outcome During the Instructional Period (1998-99)
(n = 72,250)



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Learner Results by Primary Reason for Enrollment

As part of the Student Entry Record, learners were asked to indicate their primary reason for enrolling in their particular instructional programs. Across every primary reason for enrollment, the first or second most frequently observed outcome was "Met Personal Goal." In addition, in almost all cases the highest proportion of learners reporting a particular outcome was evidenced when aligned with the learner's primary reason for enrollment. For example, the highest proportion of learners reporting entering post secondary education was associated with those whose primary reason for enrollment was to enter post secondary education (see Table 4.4).

ABE 321/326 programs were effective at helping learners meet their enrollment goals. Listed below are highlights extracted from data presented in Tables 4.1 through 4.4.

- The highest percentage of learners reporting getting a job was found among those whose primary reason for enrollment was to acquire employment (see Table 4.1).
- Nearly 11 percent of learners who enrolled to improve their jobs reported getting better jobs or advancing in their jobs (see Table 4.1).
- At least 27 percent of learners across all reasons for enrollment reported improving their communication skills. The highest proportion of learners realizing increased communication skills was found among those who enrolled for this purpose (45.2 percent, see Table 4.2).
- A higher proportion of learners who were mandated to enroll read more to their children and had greater involvement in their children's schooling than other learners; mandated learners also represented the highest proportion indicating entering a job training program (see Tables 4.1 and 4.2).
- A higher proportion of learners who enrolled for citizenship reasons passed the citizenship test (10.7 percent) and/or received U.S. citizenship (5.3 percent). See Table 4.3 for all other comparisons.
- Just over 7 percent of those enrolling in an ABE or ESL program with the intention of acquiring a high school diploma or GED certificate realized this goal (see Table 4.4).
- Consistent with other findings, those whose primary reason for enrollment was to enter post-secondary education represented the highest proportion of those achieving this goal (8.1 percent; see Table 4.4).

Table 4.1 – Percentage of Learners Within Each Enrollment Category Experiencing A Particular Work Outcome During the Instructional Period (1998-99)

	Primary Reason for Enrollment											
	HS Dipl/GED		Improved Skills		Get Job		Improve Job		Personal/Family		Citizenship	
	n	%	n	%	n	%	n	%	n	%	n	%
Work Outcomes												
Met Personal Goal	2,129	34.5	4,190	32.8	2,581	35.0	1,287	33.2	2,027	33.4	1,745	27.9
Got a Job	707	11.4	1,228	9.6	1,357	18.4	533	13.8	448	7.4	340	5.4
Advanced to Higher Skill Job	427	6.9	658	5.1	342	4.6	419	10.8	182	3.0	104	1.7
Entered Job Training	143	2.3	217	1.7	167	2.3	93	2.4	56	0.9	35	0.6
Entered Apprenticeship	27	0.4	45	0.4	22	0.3	16	0.4	18	0.3	14	0.2
Entered Military	83	1.3	131	1.0	92	1.2	42	1.1	70	1.2	41	0.7
Other	623	10.1	987	7.7	504	6.8	231	6.0	384	6.3	412	6.6
Total Learners	**6,177**		**12,784**		7,371		**3,872**		**6,062**		**6,264**	

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Table 4.1 Cont'd– Percentage of Learners Within Each Enrollment Category Experiencing A Particular Work Outcome During the Instructional Period (1998-99)

	Primary Reason for Enrollment									
	Communication		Post-Secondary		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%
Work Outcomes										
Met Personal Goal	7,274	30.5	173	42.5	157	19.4	14	37.8	91	36.5
Got a Job	2,238	9.4	45	11.1	82	10.1	4	10.8	23	9.2
Advanced to Higher Skill Job	895	3.8	26	6.4	16	2.0	3	8.1	8	3.2
Entered Job Training	306	1.3	12	2.9	93	11.5	0	0.0	2	0.8
Entered Apprenticeship	60	0.3	2	0.5	4	0.5	0	0.0	1	0.4
Entered Military	258	1.1	8	2.0	8	1.0	0	0.0	1	0.4
Other	1,961	8.2	22	5.4	81	10.0	3	8.1	27	10.8
Total Learners	**23,842**		**407**		**810**		**37**		**249**	

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Table 4.2 – Percentage of Learners Within Each Enrollment Category Experiencing A Particular Personal/Family Outcome During the Instructional Period (1998-99)

	Primary Reason for Enrollment											
	HS Dipl/GED		Improved Skills		Get Job		Improve Job		Personal/Family		Citizenship	
	n	%	n	%	n	%	n	%	n	%	n	%
Personal/Family Outcomes												
Met Personal Goal	2,274	36.8	4,627	36.2	2,750	37.3	1,372	35.4	2,396	39.5	2,213	35.3
Read More to Child	609	9.9	1,006	7.9	741	10.1	325	8.4	716	11.8	361	5.8
More Involved in Child's Schooling	478	7.7	853	6.7	589	8.0	285	7.4	542	8.9	279	4.5
Improved Communication Skills	1,894	30.7	4,302	33.7	2,804	38.0	1,515	39.1	2,321	38.3	1,800	28.7
Other	507	8.2	739	5.8	346	4.7	171	4.4	240	4.0	238	3.8
Total Learners	**6,177**		**12,784**		**7,371**		**3,872**		**6,062**		**6,264**	

	Primary Reason for Enrollment									
	Communication		Post-Secondary		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%
Personal/Family Outcomes										
Met Personal Goal	8,407	35.3	176	43.2	221.0	27.3	15	40.5	84	33.7
Read More to Child	2,230	9.4	31	7.6	114	14.1	1	2.7	14	5.6
More Involved in Child's Schooling	1,869	7.8	24	5.9	100	12.3	1	2.7	8	3.2
Improved Communication Skills	10,766	45.2	166	40.8	344	42.5	10	27.0	68	27.3
Other	1,131	4.7	17	4.2	56	6.9	2	5.4	15	6.0
Total Learners	**23,842**		**407**		**810**		**37**		**249**	

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Table 4.3 – Percentage of Learners Within Each Enrollment Category Experiencing A Particular Community Outcome During the Instructional Period (1998-99)

	Primary Reason for Enrollment											
	HS Dipl/GED		Improved Skills		Get Job		Improve Job		Personal/Family		Citizenship	
	n	%	n	%	n	%	n	%	n	%	n	%
Community												
Met Personal Goal	2,090	33.8	4,100	32.1	2,537	34.4	1,220	31.5	1,967	32.4	2,084	33.3
Passed Citizenship Test	146	2.4	268	2.1	168	2.3	83	2.1	149	2.5	670	10.7
Received U.S. Citizenship	124	2.0	230	1.8	170	2.3	111	2.9	129	2.1	330	5.3
Registered to Vote/Voted 1st Time	110	1.8	132	1.0	85	1.2	58	1.5	94	1.6	69	1.1
Other	609	9.9	862	6.7	356	4.8	202	5.2	260	4.3	196	3.1
Total Learners	**6,177**		**12,784**		**7,371**		**3,872**		**6,062**		**6,264**	

	Primary Reason for Enrollment									
	Communication		Post-Secondary		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%
Community										
Met Personal Goal	7,266	30.5	157	38.6	164	20.2	12	32.4	75	30.1
Passed Citizenship Test	595	2.5	7	1.7	30	3.7	1	2.7	2	0.8
Received U.S. Citizenship	437	1.8	10	2.5	34	4.2	1	2.7	1	0.4
Registered to Vote/Voted 1st Time	256	1.1	6	1.5	16	2.0	3	8.1	4	1.6
Other	1,414	5.9	13	3.2	51	6.3	4	10.8	24	9.6
Total Learners	**23,842**		**407**		**810**		**37**		**249**	

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Table 4.4 – Percentage of Learners Within Each Enrollment Category Experiencing A Particular Educational Outcome During the Instructional Period (1998-99)

	Primary Reason for Enrollment											
	HS Dipl/GED		Improved Skills		Get Job		Improve Job		Personal/Family		Citizenship	
	n	%	n	%	n	%	n	%	n	%	n	%
Education												
Met Personal Goal	2,524	40.9	4,881	38.2	2,877	39.0	1,488	38.4	2,325	38.4	2,186	34.9
Earned High School Diploma	276	4.5	170	1.3	131	1.8	65	1.7	63	1.0	30	0.5
Passed GED	158	2.6	107	0.8	74	1.0	33	0.9	42	0.7	18	0.3
Entered Post Secondary	49	0.8	142	1.1	66	0.9	22	0.6	38	0.6	12	0.2
Entered Other Education/Training	203	3.3	280	2.2	194	2.6	90	2.3	197	3.2	71	1.1
Total Learners	**6,177**		**12,784**		**7,371**		**3,872**		**6,062**		**6,264**	

	Primary Reason for Enrollment									
	Communication		Post-Secondary		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%
Education										
Met Personal Goal	8,750	36.7	190	46.7	243	30.0	15	40.5	101	40.6
Earned High School Diploma	247	1.0	3	0.7	6	0.7	0	0.0	3	1.2
Passed GED	150	0.6	6	1.5	6	0.7	1	2.7	2	0.8
Entered Post Secondary	146	0.6	33	8.1	1	0.1	1	2.7	6	2.4
Entered Other Education/Training	391	1.6	24	5.9	66	8.1	0	0.0	1	0.4
Total Learners	**23,842**		**407**		**810**		**37**		**249**	

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Learner Results by Instructional Program

Similar to the previous section learner results are presented by outcome category, namely, Work, Personal/family, Community, and Education. This section, however, examines learner outcomes across program type. Listed below are some of the data highlights extracted from Figures 4.10 through 4.13:

- Among ABE learners who reported a result, fewer reported meeting their personal goal across all four outcome categories than those enrolled in either ESL or ESL-Citizenship.
- As expected, a higher proportion of ABE learners reported acquiring a high school diploma (1.8 percent) or GED Certificate (1.8 percent). In addition, ABE learners evidenced a higher proportion of learners reporting a gain in computer skills (14.9 percent) and entering post secondary education or other training program (5.7 percent).
- With the exception of the Community outcome category, ESL learners presented the highest proportion of those meeting their personal goal (at least 33.4 percent across category).
- Consistent with program expectations, ESL learners represented the highest percentage reporting improvement in communication skills (40.2 percent) followed by ESL-Citizenship learners (30.6 percent).
- A higher proportion (11.0 percent) of ESL learners reported acquiring employment than those enrolled in either ABE (7.8 percent) or ESL-Citizenship (5.6 percent).
- Similar to findings for 1997-98, ESL- Citizenship learners reported the highest percentage of program participants passing the citizenship test (10.6 percent) and receiving U.S. citizenship (5.0 percent), as compared to ABE learners (1.5 percent and 1.3 percent respectively) and ESL learners (2.6 percent and 2.2 percent respectively).

Figure 4.10 – Percentage of Learners Within Each Instructional Program Experiencing A Particular Work Outcome During the Instructional Period (1998-99)

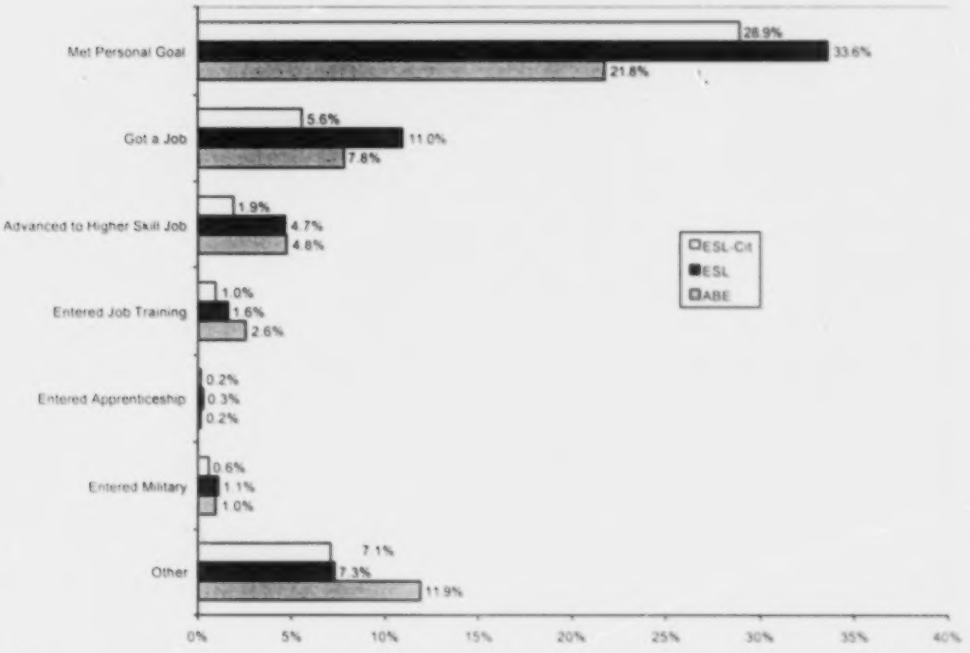

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Figure 4.11 – Percentage of Learners Within Each Instructional Program Experiencing A Particular Personal/Family Outcome During the Instructional Period (1998-99)

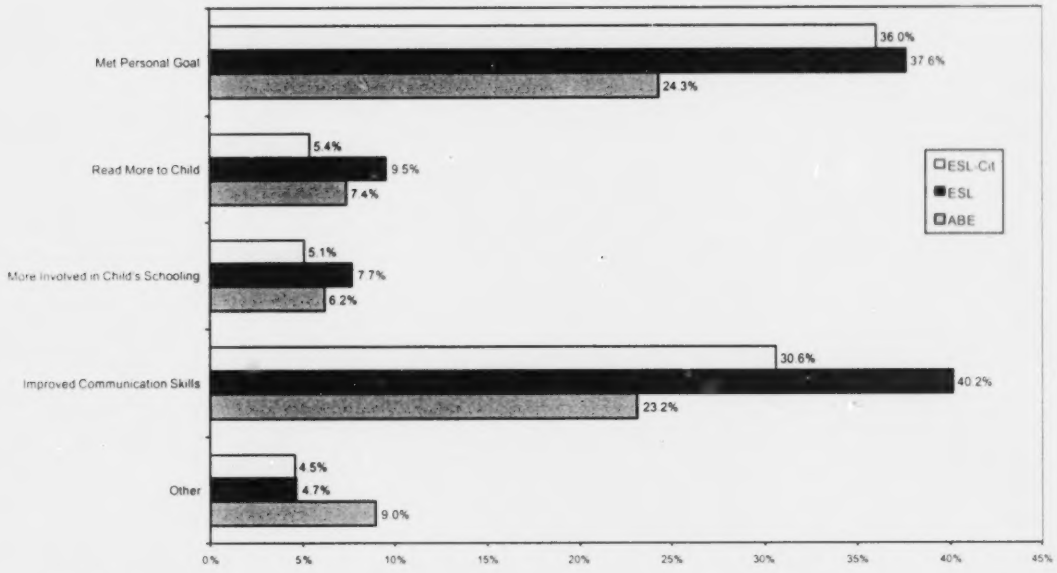

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Figure 4.12 – Percentage of Learners Within Each Instructional Program Experiencing A Particular Community Outcome During the Instructional Period (1998-99)

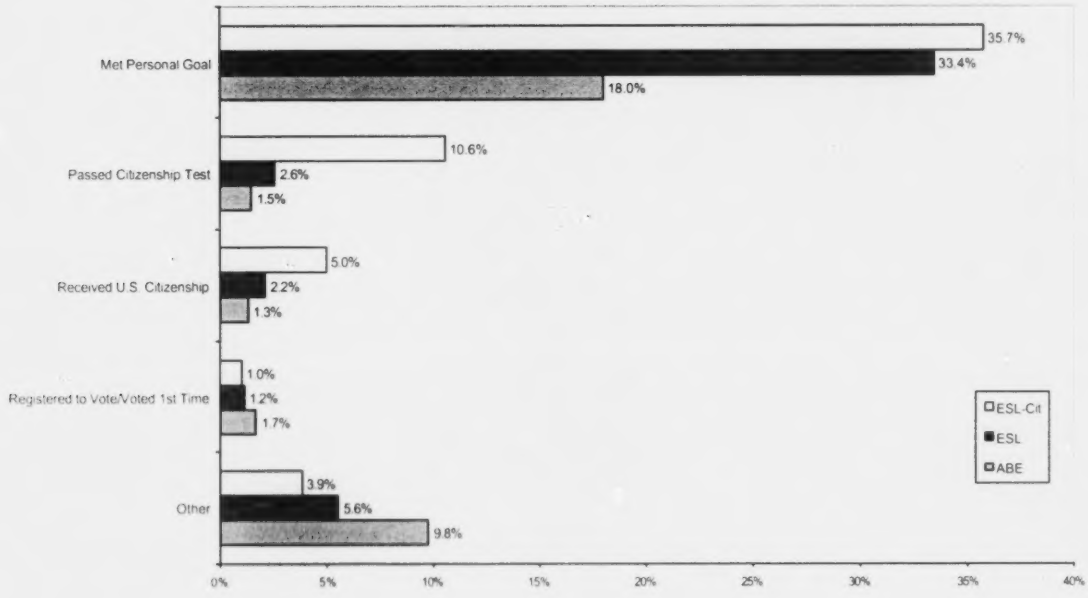

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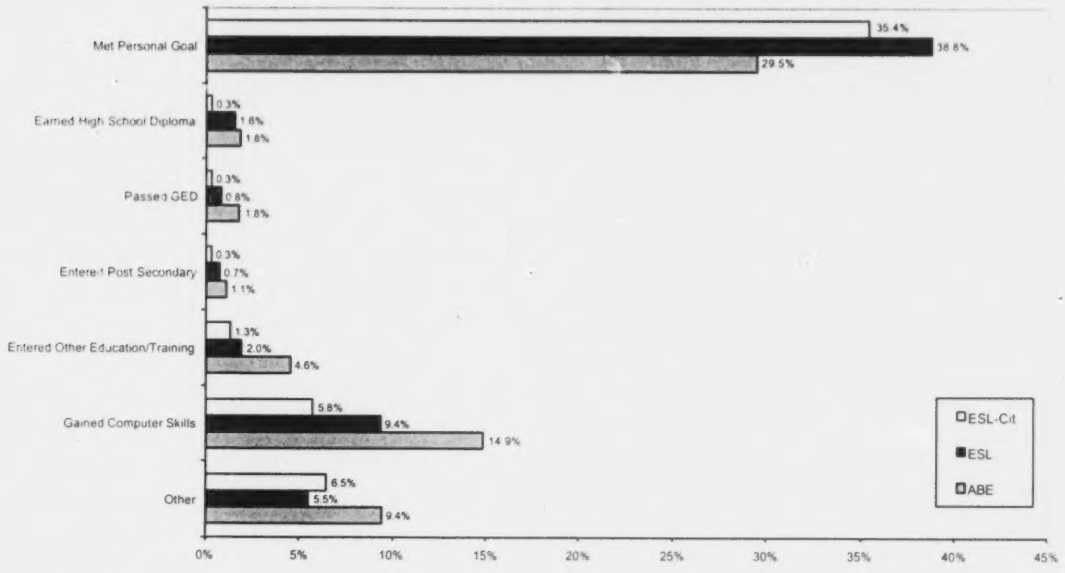
Figure 4.13 – Percentage of Learners Within Each Instructional Program Experiencing A Particular Education Outcome During the Instructional Period (1998-99)



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Reason for Leaving Early

Some learners left their instructional programs before completing their educational or personal goals. Individuals were identified to be included in this group based on information provided on the Student Update Record. Those identified as leaving before completing their instructional level or those who enrolled but did not attend class were included. Information on the reasons that learners left early was gathered from instructors, the learners themselves, or from classmates still in the program at the time of update. Reasons for leaving early were captured through one of fourteen options:

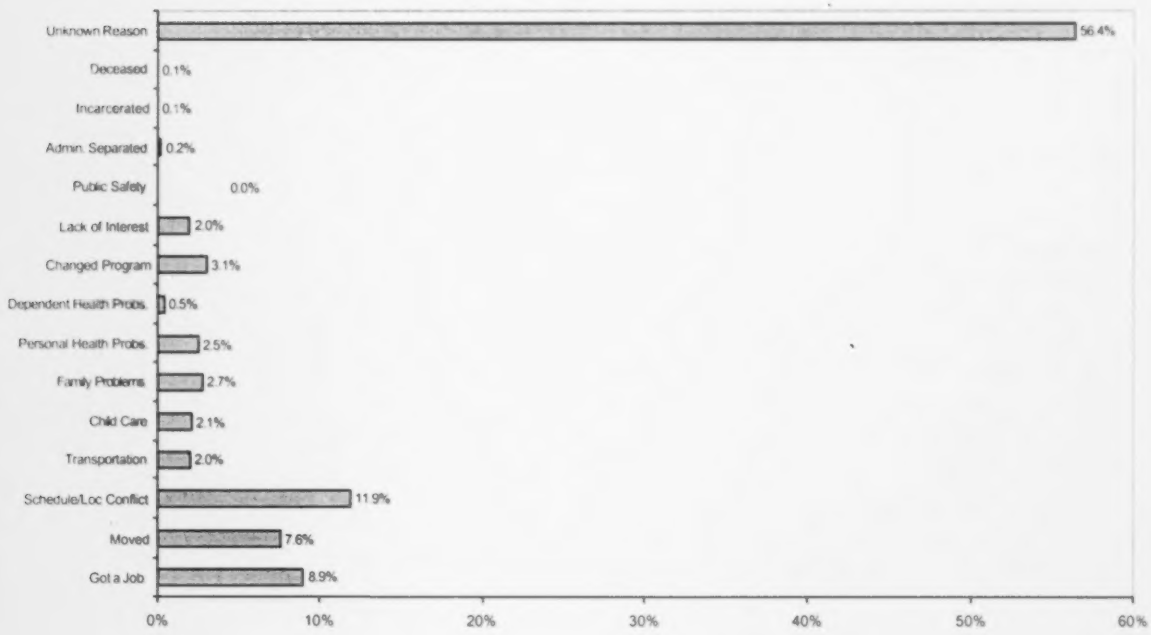
- Got a job: Learner left to take a job.
- Moved: Learner moved out of the program service area.
- Schedule or location conflict: Learner could not maintain the program schedule due to conflicts with their work or family schedules.
- Transportation: Learner could not find, fund, or maintain adequate transportation to and from the instructional program.
- Childcare: Learner left because of childcare needs.
- Family: Learner left because of family needs other than child care.
- Own health problems: Learner left because of their own health problem.
- Dependent's health problems: Learner left due to health problems of a family member.
- Lack of interest: Learner left due to a lack of interest in the program.
- Public safety: Learner left due to concern for their personal safety, such as fear of riding the bus or walking through dangerous neighborhoods.
- Administratively separated: Learner was dismissed by the school administration for cause.
- Incarcerated: Learner was unable to continue participation due to being incarcerated. This does not apply to learners in corrections education or training.
- Deceased: Learner died.
- Changed program: Learner left program to enroll in a different program.
- Other known reason: Learner reason for leaving the program was known, but does not fit in any of the categories above.
- Unknown reason: Learner left for a reason unknown to the staff or classmates.

Respondents were instructed to mark only one reason for leaving early. However, after the data were received, it was apparent that a substantial number of individuals marked more than one reason. It appears that many learners leave early for a multiplicity of reasons, not just a singular reason. Rather than excluding their data from analysis, it was decided to allow multiple marks for this field. Thus, the percentages reflect the number of times a particular category was selected by respondents as a reason for leaving early.

Reason for Leaving Early by Instructional Program

Of those who left their programs early, 56.4 percent did so for an unknown reason; that is, their instructors did not know why they had left. Of the remaining reasons, schedule conflicts (11.9 percent), employment acquisition (8.9 percent), and relocation out of the service area (7.6 percent) were the next most frequently cited for leaving early. See Figure 4.14 for percentages of endorsement of all other reasons for leaving among those learners who left their program early.

Figure 4.14 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion
(1998-99: n = 29,977)



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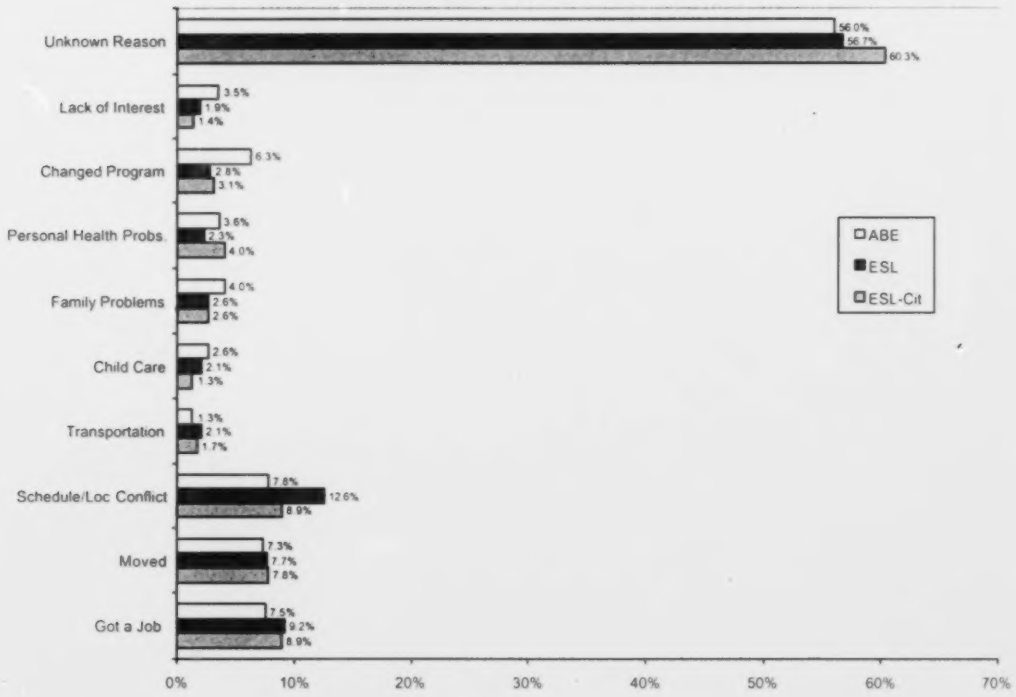
Similar to the overall findings regarding the reasons for early departure among program participants, the highest percentage of learners within each program left for a reason unknown to the instructor; ABE: 56.0 percent; ESL: 56.7 percent; and ESL-Citizenship: 60.3 percent. Further inspection of Figure 4.15 indicates the following:

- ABE learners presented the highest percentage of those indicating that they had changed instructional program (6.3 percent) followed by ESL-Citizenship learners (3.1 percent) and ESL learners (2.8 percent).
- Scheduling conflicts were endorsed more frequently among ESL learners (12.6 percent) with fewest endorsements among ABE learners (7.8 percent).
- Interestingly, nearly 10 percent of ESL learners left their program early due to acquiring employment. ESL-Citizenship followed with 8.9 percent endorsement and 7.5 percent of ABE learners left for this reason.
- The public safety, administratively separated, incarcerated, deceased, and dependent's health problems reasons were omitted from Figure 4.15 as each option received less than 1 percent endorsement by any one instructional program.

Figure 4.15
Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion Within Each Instructional Program (1998-99: n =29,977)



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Reason for Leaving Early by Gender

As identified earlier, most learners that left before completing their instructional program did so for unknown reasons (males – 59.4 percent, females -- 54.5 percent). Of the remaining reasons, males reported more schedule conflicts (13.9 percent) and employment acquisition (9.6 percent) as the most common reasons for leaving their programs before completion. Among females, schedule conflict was the most commonly known reason for leaving early (10.4 percent) followed by employment acquisition (9.3 percent). It is also interesting to note that nearly 10 times as many women left early due to child care problems than did men. See Table 4.5 for all other percentages (highlighted cells indicate top three percentages).

Table 4.5 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Sex (1998-99)

	Sex			
	Male		Female	
	(n=11,283)		(n=16,321)	
	n	%	n	%
Got a Job	1,083	9.6	1,378	8.4
Moved	769	6.8	1,320	8.1
Schedule/Loc. Conflict	1,568	13.9	1,680	10.3
Transportation	165	1.5	393	2.4
Child Care	44	0.4	550	3.4
Family	159	1.4	600	3.7
Personal Health Probs.	170	1.5	512	3.1
Dependent Health Probs.	19	0.2	108	0.7
Changed Program	298	2.6	558	3.4
Lack of Interest	252	2.2	292	1.8
Public Safety	1	0.0	2	0.0
Admin. Separated	28	0.2	24	0.1
Incarcerated	16	0.1	2	0.0
Deceased	14	0.1	9	0.1
Unknown Reason	6,697	59.4	8,893	54.5

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Reason for Leaving Early by Age

Age group comparisons were also conducted to identify patterns of barriers (if any) that might lead to early withdrawal for any particular age group. As can be seen in Table 4.6, with the exception of the 65 and older group, the second and third most common barrier or reason for leaving early was conflict with schedule (11.5 percent on average across age groups). For those under the age of 51, employment acquisition was another significant reason for leaving early (9.35 percent on average among those under 51). Not too surprising, among the 65 and older group, the two most frequently known reasons for leaving early were personal health problems (14.4 percent) and moving out of the service area (11.8 percent). Learners in this age group would be expected to experience more health problems associated with aging as they would be more likely to relocate to nursing homes, family quarters, or other living arrangements possibly outside the service area.

Table 4.6 – Percentage of Respondents Citing Different Reasons for Leaving Instructional Program Prior to Completion by Age (1998-99)

Age Group	16-20		21-30		31-40		41-50		51-64		65+	
	n = 3,365		n = 11,220		n = 8,390		n = 4,449		n = 2,230		n = 1,191	
Reason for Leaving Early	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Got a Job	267	9.2	950	9.8	666	9.2	352	9.2	139	6.8	31	2.9
Moved	266	9.2	742	7.6	437	6.1	270	7.1	185	9.1	125	11.8
Schedule Conflict	263	9.1	1214	12.5	920	12.7	483	12.7	211	10.4	56	5.3
Transportation	54	1.9	182	1.9	124	1.7	88	2.3	52	2.6	38	3.6
Child Care	40	1.4	255	2.6	188	2.6	69	1.8	22	1.1	11	1.0
Family Problems	55	1.9	203	2.1	214	3.0	133	3.5	92	4.5	43	4.1
Personal Health Problems	20	0.7	116	1.2	130	1.8	92	2.4	152	7.5	153	14.4
Dependent Health Problems	2	0.1	25	0.3	27	0.4	23	0.6	23	1.1	19	1.8
Change of Program	105	3.6	277	2.9	232	3.2	121	3.2	60	2.9	35	3.3
Lack of Interest	78	2.7	198	2.0	116	1.6	76	2.0	39	1.9	26	2.5
Public Safety	1	0.0	0	0.0	1	0.0	1	0.0	0	0.0	0	0.0
Admin. Separated	17	0.6	10	0.1	17	0.2	5	0.1	2	0.1	0	0.0
Incarcerated	7	0.2	3	0.0	6	0.1	1	0.0	0	0.0	1	0.1
Deceased	0	0.0	4	0.0	5	0.1	0	0.0	3	0.1	11	1.0
Unknown	1728	59.5	5525	56.9	4136	57.3	2101	55.1	1056	51.9	510	48.2

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Chapter 5
Learner Profile of the Local Testing Population: How Well Does the Local Testing Population Represent the Total Local Population?

Chapter Five discusses learner characteristics of the local testing population. Each year a sample of local agencies is selected and required to administer CASAS pretests and post-tests to learners to measure learner progress. This chapter presents data regarding gender, ethnic background, native language, age, years of education, and highest degree earned. Additional data comparing the local testing population to the local agency population can be found in Appendix E.

Data Highlights

- Sample data from testing agencies were included for a total of 96,776 learners enrolled in 133 local agencies.
- The sex and age percentages for the local testing population did not vary greater than one percent from the local agency population in any one category.
- The highest degree earned percentages for the local testing population did not vary greater than two percent from the local agency population in any one category.
- The ethnic categories and the years of education for the local testing population did not vary more than three percent from the local agency population in any one category.
- The testing sample did not significantly differ from the local population on other key variables including primary reason for enrollment, learner progress, and learner results.
- Based on the results of the comparative analyses, the local testing population was determined to be representative of the local agency population.

REPRESENTATIVENESS OF THE LOCAL TESTING POPULATION

Sampling Procedure

A stratified sample of local agencies that were funded for the 1998-99 fiscal year were selected and required to administer CASAS pretests and post-tests. The sampling agencies are selected from the local agencies using the following protocol:

1. Each ABE 321/326 local agency is categorized into one of six local agency provider types: adult school, community college, community-based organization, library literacy program, county office of education, or jail program.
2. Within each provider type, the largest agencies based on HHU's (Hundred Hour Units) within the top 10 percent are automatically assigned as a testing agency.
3. Within each provider type, the remaining agencies are assigned a computer-generated, random number.
4. Within each provider type, 33.3 percent of the numbers are randomly selected using a computer program, and these agencies are designated as testing agencies.

Appendix E contains a detailed listing of the agencies included in the 1998-99 sample of local testing agencies.

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Program Information

Sample data from testing agencies were included for a total of 96,776 learners enrolled in 133 local agencies, representing 65.5 percent of learners in the local agency population. Table 5.1 presents the testing population by provider type.

Table 5.1 – Local Testing Population
Provider Type (1998-99)
(n = 96,776)

Provider Type	n	%
Adult Schools	86,645	89.6
Community Colleges	6,801	7.0
Community-based Organizations	2,694	2.8
Library Literacy Programs	495	0.5
County Offices of Education	141	0.1

* Testing information for learners in the Jail Programs were included in the Adult School provider type.

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Figure 5.1 presents the percentage of learners in each of the three instructional programs for the testing population. Of the 96,776 learners indicating an instructional program, 8,566 learners (8.9 percent) were in ABE, 80,663 learners (83.4 percent) were in ESL, and 7,547 learners (7.8 percent) were in ESL-Citizenship. These percentages compare favorably with the local agency population, where 11.7 percent were ABE, 80.6 percent were ESL, and 7.7 percent were ESL-Citizenship learners (see Table E-1 in Appendix E).

Figure 5.1 – Local Testing and Total Local Population
Distributions of Learners by Instructional Program (1998-99)
(Local Testing: n = 96,776; Total Local: n = 147,784)

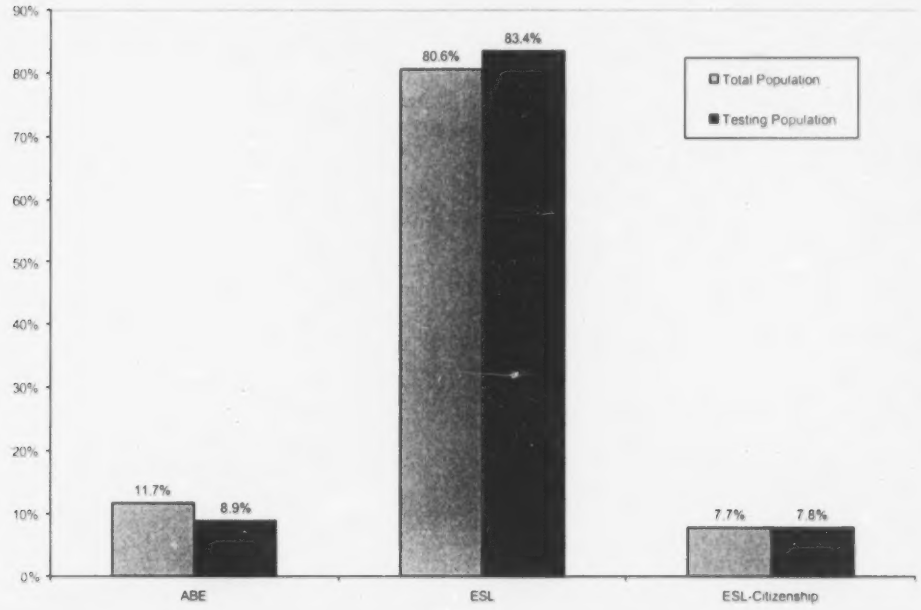

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Table E-1 in Appendix E contains data comparing instructional levels within each of the instructional programs. Appendix E also contains comparisons of the instructional levels for testing agencies with the levels seen in the local agency population.

In order to demonstrate that the respondents in the testing sample adequately represent the total local population, comparisons were conducted across key demographic variables. These comparisons were performed to provide evidence supporting the generalizability of findings and conclusions. In other words, observations and conclusions based on the 96,776 respondents in the testing sample are more easily and appropriately generalized or extrapolated to the total population (n=147,784) if it can be shown that the two groups share key demographic characteristics.

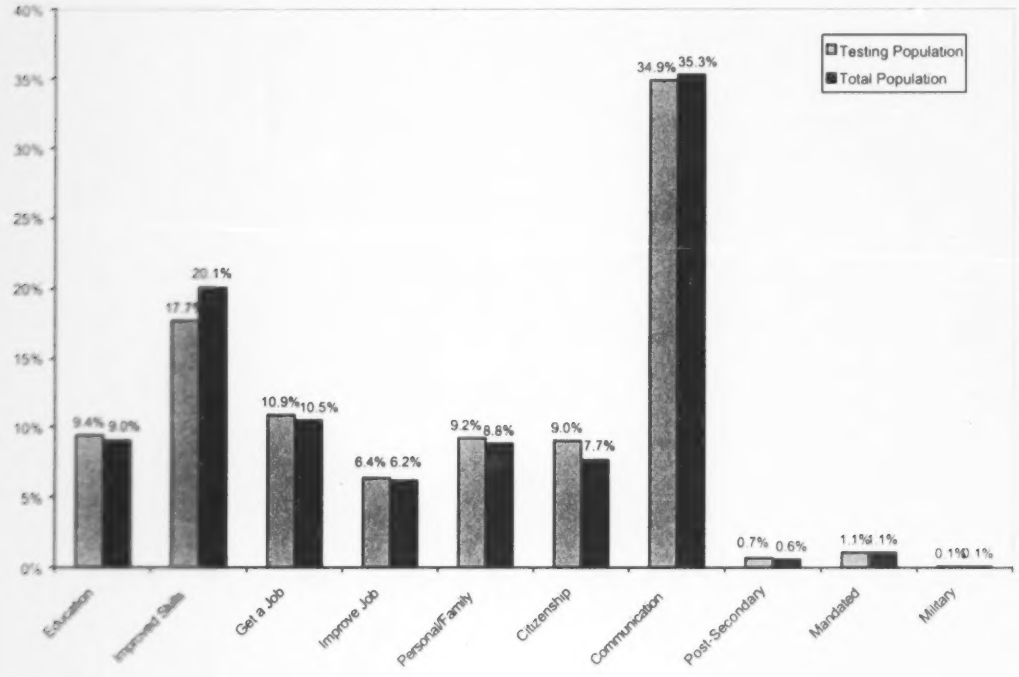
Demographics

The sex, age, highest degree earned, and years of education percentages for the testing agencies did not vary greater than 1 percent from the local agency population in any one category. Regarding native language, no two groups differed by more than two percentage points. The ethnic distribution of learners within the two samples demonstrated the highest percentage discrepancies with categories differing by 3 percent or less (see Tables E-2 through E6 in Appendix E). Given this remarkable consistency, it was determined that the demographics among the testing agency learners were representative of the local agency population.

Reasons for Enrollment, Learner Progress, and Learner Results

In addition to demographic comparisons, assessment of other important characteristics such as primary reasons for enrollment, learner progress, and learner results were conducted. As can be seen in Figure 5.2, no two categories differed by more than 2.5 percent regarding learners' primary reason for enrollment.

Figure 5.2
Percentage of Learners in Each Population Reporting Their Primary Reason for Enrollment (1998-99)



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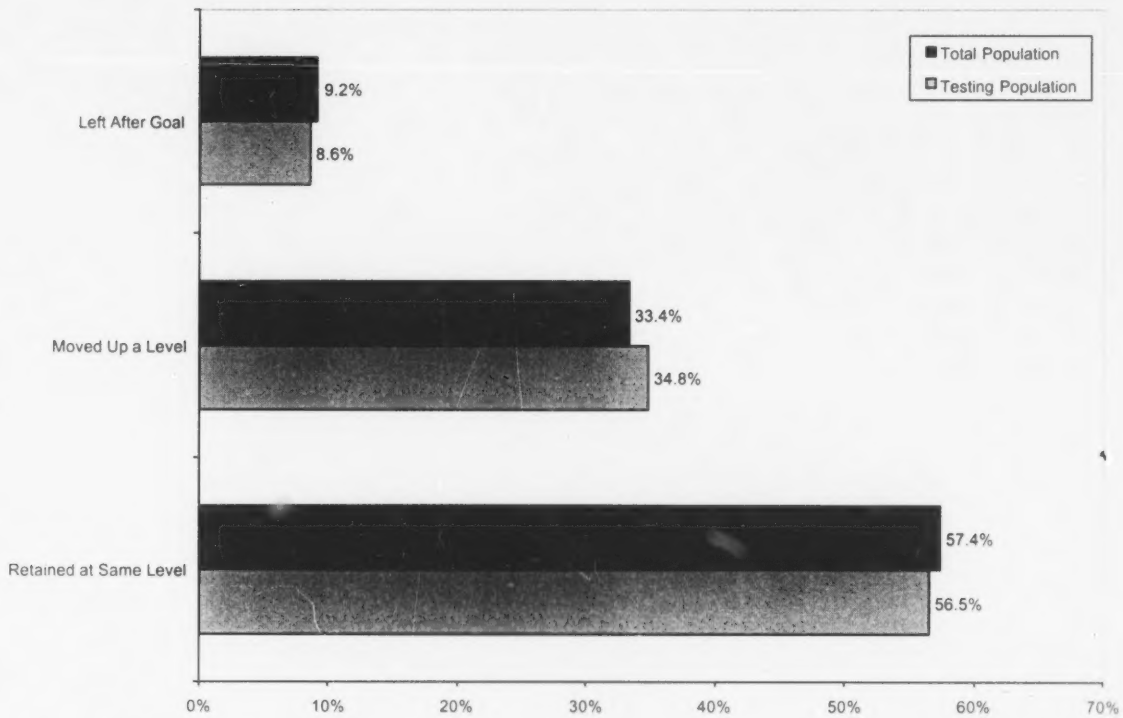
As mentioned in previous chapters, learner progress data are analyzed for those learners who remained in an instructional program at the time of completing the Student Update Record. The three possible responses that are used to determine Learner Progress:

- Remained in program at same level
- Left after completing goal or level entered
- Remained in program and moved to a higher level

Figure 5.3 demonstrates that both populations are comparable in terms of overall student progress. Lower percentages of learners in the testing population were evidenced in two of the three progress categories with the largest discrepancy only .9 percent. Roughly, 1.4 percent more learners in the testing population remained in their instructional program and moved-up a level of instruction at update.

Figure 5.3 – Percentage of Learners In Each Population At Various Levels of Progress (1998-99)
(Total Population: n = 72,250; Testing Population: n = 48,696)



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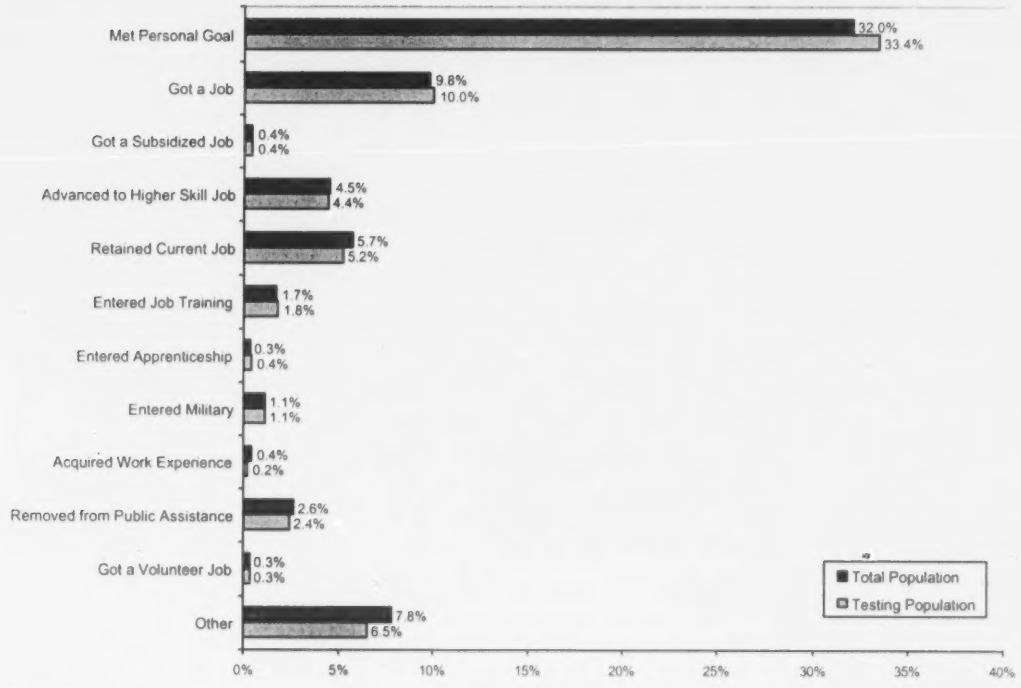
Learner results data were collected to document changes that occurred for learners during the course of instruction. As mentioned in the previous chapter, learner results are conceptualized as experiences that were realized by learners during the instructional period. Unlike previous years, learner results were broken into four major categories reflecting new reporting requirements outlined by the National Reporting System (NRS). The four categories include employment, education, community, and personal/family.

Remarkably, 10 of 12 possible employment related experiences differed by less than one percent between the two groups (see Figure 5.4). "Met Personal Goal" exhibited the highest discrepancy with the testing sample showing 1.4 percent more learners reporting this achievement.

Figure 5.4 – Percentage of Learners In Each Population Who Experienced A Particular Work Outcome During the Instructional Period (1998-99)
(Total Population: n = 72,250; Testing Population: n = 48,696)



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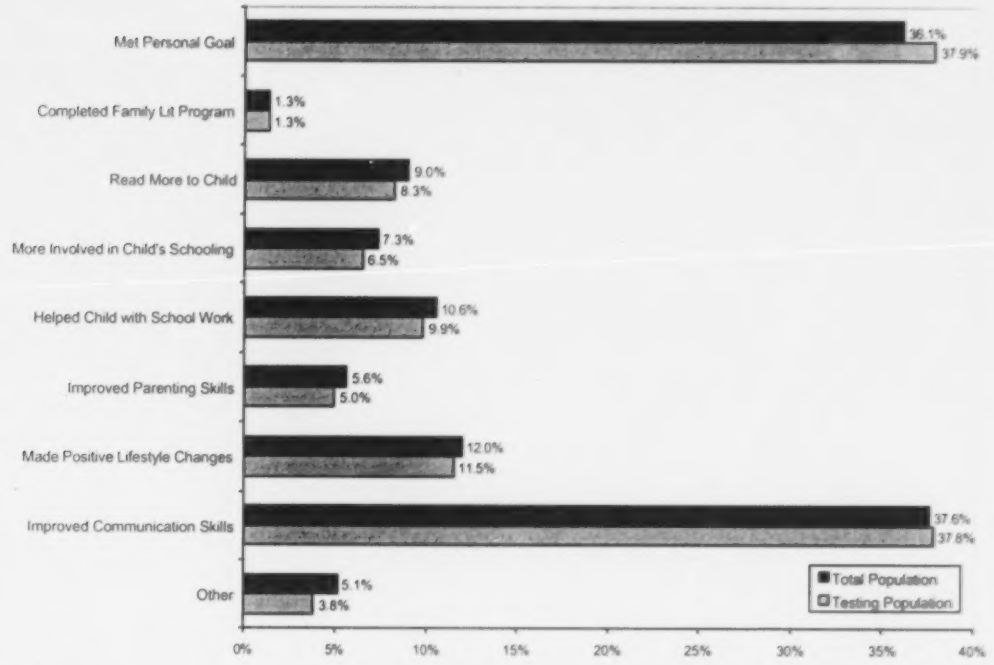
Similar to findings regarding employment-related outcomes, 10 of 12 possible personal/family related experiences differed by less than 1 percent between the two groups (see Figure 5.5). "Met Personal Goal" again exhibited the highest discrepancy with the testing sample showing 1.8 percent more learners reporting this achievement than in the total population.

Figure 5.5 – Percentage of Learners In Each Population Who Experienced A Particular Personal/Family Outcome During the Instructional Period (1998-99)
(Total Population: n = 72,250; Testing Population: n = 48,696)



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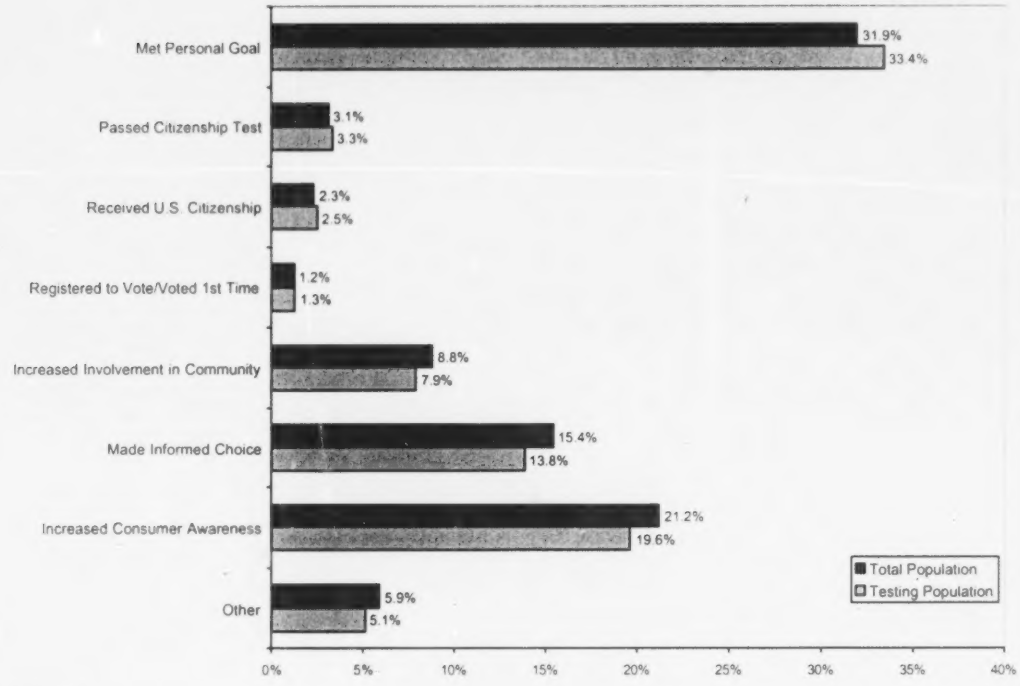
Of the four outcome areas, the Community categories evidenced the highest number of differences between the total population and the testing sample, namely three greater than one percent. None of the three outcomes, however, differed by more than two percent. Endorsements of "Increased Consumer Awareness" and "Made Informed Choices" were more highly represented among the total population. "Met Personal Goal" was more prevalent as a response in the testing sample. See Figure 5.6 for all other comparisons.

Figure 5.6 – Percentage of Learners In Each Population Who Experienced A Particular Community Outcome During the Instructional Period (1998-99)
(Total Population: n = 72,250; Testing Population: n = 48,696)



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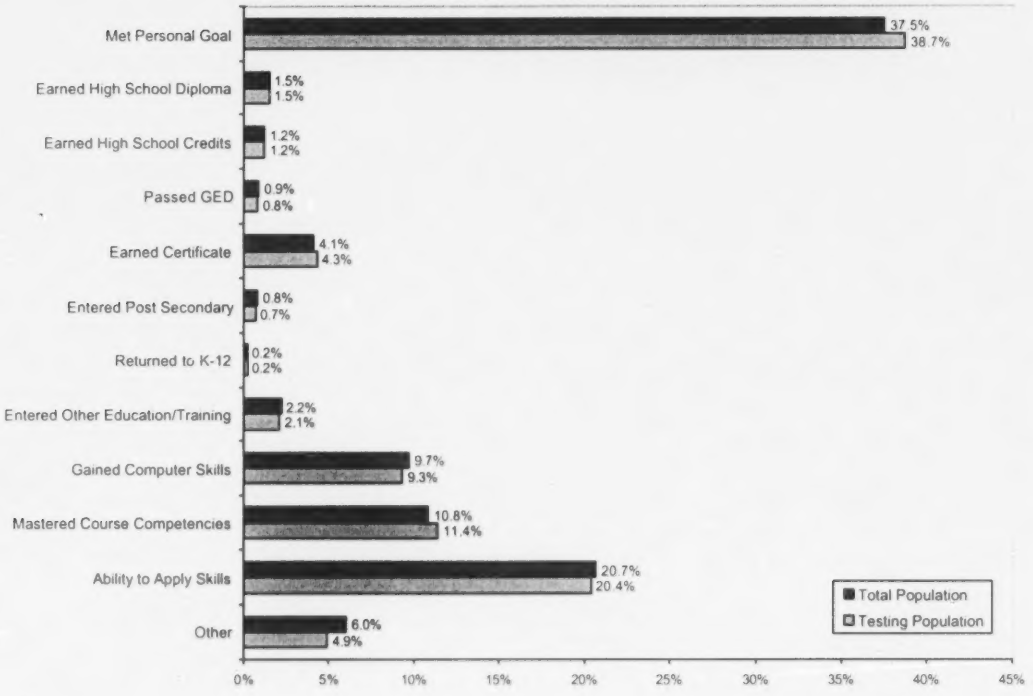
Similar to the Employment and Personal/Family outcome categories, 10 of 12 possible education related experiences differed by less than one percent between the two groups of learners (see Figure 5.7). The "Met Personal Goal" outcome exhibited the highest discrepancy in the testing sample showing a 1.2 percent increase over that represented in the total population.

Figure 5.7 – Percentage of Learners In Each Population Who Experienced A Particular Educational Outcome During the Instructional Period (1998-99)
(Total Population: n = 72,250; Testing Population: n = 48,696)



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Overall, the testing sample demonstrated exceptionally high representativeness of the total population across all demographic, reasons for enrollment, instructional levels, and learning outcome variables. Consequently, it is determined that findings based on the testing sample can be appropriately generalized to the larger population of adult learners.

Chapter 6
Test Scores and Learner Gains for the Local Testing Population: What Improvement Was Seen in Learners?

Chapter Six provides information about test scores and learning gains in California's ABE 321/326 programs. The chapter is based on data from the local testing population, that is, those agencies that were selected and required to administer CASAS pretests and posttests to students to measure learning gains.

Data Highlights

- Reading pretest scores were compiled from an overall sample of 35,297 learners: 2,340ABE, 31,371 ESL, and 1,586 ESL-Citizenship – of which a portion was over the 230-point threshold.
- Overall, mean reading pretest scores were 217.1 for ABE learners, 206.9 for ESL learners, and 205.9 for ESL Citizenship learners.
- ABE learners demonstrated the highest skill levels at program entry with 30.0 percent of learners scoring above the 230 high school/GED level benchmark.
- ESL-Citizenship learners demonstrated the lowest skill levels at program entry with 59.6 percent scoring 210 or below.

TEST SCORES AND LEARNING GAINS

Pretest Scores

As part of the process used to monitor learning gains in California's ABE 321/326 adult education programs, a sample of learners was pre-tested during any two-week window from the beginning of the fall semester through October 31, 1998. CASAS reading, listening, or math survey achievement tests were administered to assess learners' ability to apply basic skills in a functional context. In some agencies, they used more than one of these skill areas in assessing learners. Learners in the ABE 321/326 program were later post-tested to help determine the extent of student progress at the end of the instructional period. Agencies administered post-tests for these students at the end of the course or term, after 80-120 hours of instruction, or upon exit from the course or program, but no later than June 30, 1999. Learners' pretest scores were used in combination with post-test scores to compute learning gains.

CASAS Scores

The chapter and the analysis in the chapters that follow report test results using CASAS scaled scores. The California State Plan identifies a CASAS scaled score of 230 as the established literacy benchmark for learners in adult education programs receiving supplementary ABE 321/326 funding. Learners with a score of 230 or above should be able to perform in routine work and social situations and demonstrate the ability to function in high school or GED level programs. Learners who scored 230 or above, and are therefore not part of the federally funded ABE 321/326 program, were not included in any of the learning gains or goal attainment analyses.

Reading Pretest Performance

Providers tested learners primarily in reading, although ABE programs did have the option to give either reading or math tests, depending on the instructional focus. Under statewide guidelines, ESL learners were administered a reading test, a listening test, or both.

Reading pretest scores were compiled from an overall sample of 31,543 learners: 1,638 ABE, 28,412 ESL, and 1,493 ESL-Citizenship (note: 3,754 scores were eliminated as they were above the 230-point threshold). The mean reading pretest score among ABE learners was 217.1, for ESL learners it was 206.9, and for ESL-Citizenship learners it was 205.9. Table 6.1 illustrates mean reading pretest scores for each of the three instructional programs.

Table 6.1 – Mean Reading Pretest Scores Across Each Instructional Programs for the 1998-99 Testing Population

Score Range	Mean Score	n	%
ABE			
< 201	190.8	142	8.7
201-210	206.2	234	14.3
211-220	216.5	464	28.3
221-229	225.4	798	48.7
ABE Overall	217.1	1,638	100.0
ESL			
< 201	190.1	7,853	27.6
201-210	205.4	9,460	33.3
211-220	215.9	6,080	21.4
221-229	225.3	5,019	17.7
ESL Overall	206.9	28,412	100.0
ESL-Cit			
< 201	190.4	472	31.6
201-210	205.3	473	31.7
211-220	215.9	310	20.8
221-229	225.1	238	15.9
ESL-Cit Overall	205.9	1,493	100.0

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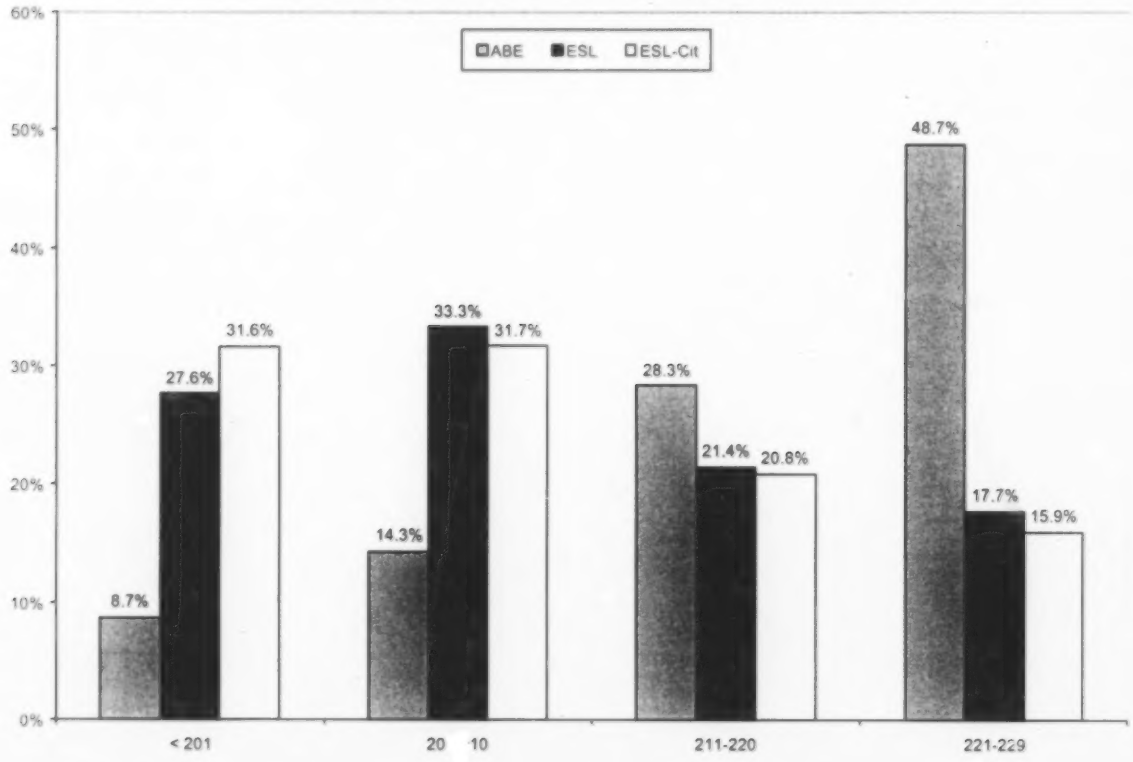
The mean reading pretest score for ABE learners suggests that learners would, on average, be able to handle basic reading, writing, and communication tasks. However, more complex literacy tasks including technical writing, interpreting complex charts, or following multi-step procedures would prove too difficult. Scores for the ESL learners, and especially the ESL-Citizenship learners, suggest that these individuals would, on average, have difficulty interpreting most job-related material.

Looking at the distribution of learners within each score range one can determine differences in skill levels across each instructional program at the time of program entry (see Figure 6.1). Based upon our analysis, nearly 90 percent (89.4 percent) of all learners fell below the high school benchmark of 230 on the reading test. Not surprising, the percent scoring below this benchmark varied across instructional program: 70.0 percent of ABE learners, 90.6 percent of ESL learners, and 94.1 percent of ESL-Citizenship learners. Figure 6.1, however, looks at the percentage of learners within the sample used for learning gains analysis, which encompasses only those scoring below 230 on a pretest. The data confirms that ABE learners demonstrated the highest reading skill level at program entry with the lowest percentage of learners scoring below 211 on the pretest (23.0 percent), compared with 60.9 percent of ESL learners and 63.3 percent of ESL-Citizenship learners.

Figure 6.1 – Comparison of Mean Reading Pretest Scores Across Instructional Programs for the 1998-99 Testing Population



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Math Pretest Performance

ABE programs provided math pretest scores for a total of 354 learners. Learners who took the CASAS math assessment scored an average of 215.6 (mean). The mean math pretest score for ABE learners suggests that learners would, on average, be able to handle interpretation of *simple* charts, graphs and labels, or a basic payroll stub, or do order form calculations. They would, however, have trouble with tasks like reconciling bank statements, computing tips, or keeping a family budget.

The highest percentage of learners (40.1 percent) scored between 211 and 220, while 26.6 percent scored 210 or below. Table 6.2 illustrates mean math pretest scores at various levels of the CASAS scale.

Table 6.2 – Mean Math Pretest Scores at Various Levels of the CASAS Scale for the 1998-99 ABE Testing Population

Scoring Range	Mean Score	n	%
< 201	194.2	19	5.4
201-210	206.7	75	21.2
211-220	215.8	142	40.1
221-229	224.5	118	33.3
ABE All	215.6	354	100.0

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Listening Pretest Performance

Agencies supplied 7.665 listening pretest scores, of which 7,185 were ESL and 480 were ESL-Citizenship. The overall average listening pretest score among ESL learners was 204.2, while the ESL-Citizenship learners scored slightly lower with a mean of 200.3. These mean scores would be associated with students who could, on average, satisfy basic survival needs and limited social demands, understand simple learned phrases easily in addition to some new simple phrases containing familiar vocabulary (if spoken slowly and repetitively). They would however have problems following oral directions and/or with interaction on the telephone.

Among ESL learners, 69.1 percent scored at or below the beginning and low intermediate levels. The vast majority (83.5 percent) of ESL-Citizenship learners scored at these same levels. See Table 6.3 below for further comparisons.

Table 6.3 – Mean Listening Pretest Scores at Various Levels of the CASAS scale for the 1998-99 ESL and ESL-Citizenship Testing Population

Score Range	Mean Score	n	%
ESL			
< 201	191.8	2,623	36.6
201-210	205.4	2,338	32.5
211-220	214.9	1,612	22.4
221-229	224.0	612	8.5
ESL Overall	204.2	7,185	100.0
ESL Cit			
< 201	191.4	224	46.6
201-210	204.8	177	36.9
211-220	214.2	66	13.8
221-229	222.5	13	2.7
ESL Cit Overall	200.3	480	100.0

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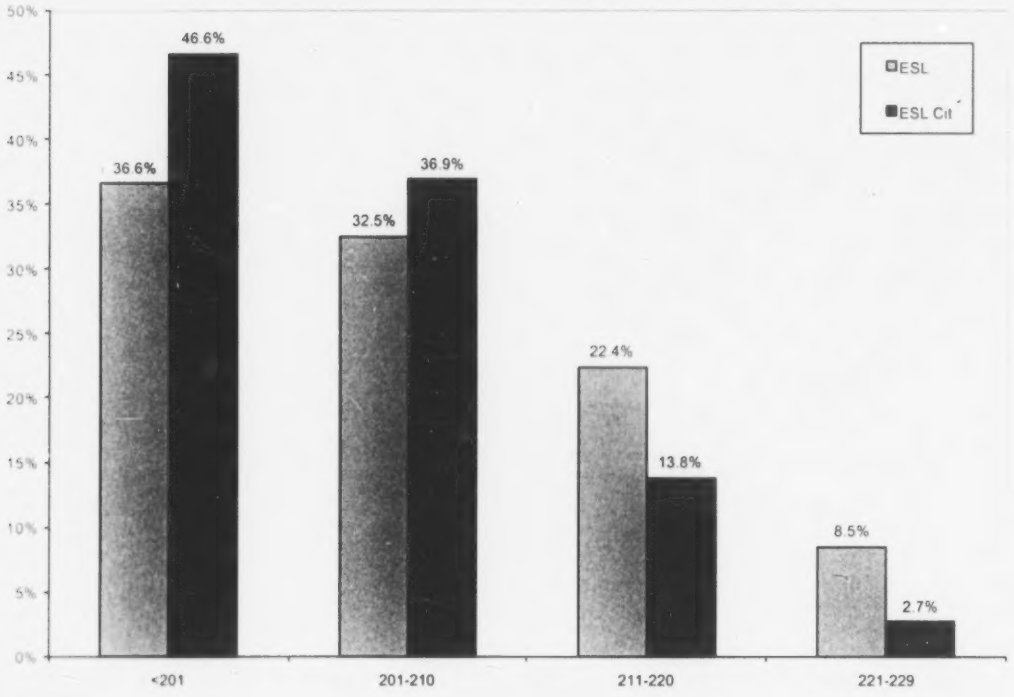
Among both ESL and ESL-Citizenship learners, the highest percentage of pretest scores fell below 201 – ESL (36.6 percent) and ESL-Citizenship (46.6 percent). It is apparent from Figure 6.2 that ESL-Citizenship learners presented significantly lower listening skills than ESL program participants.

Figure 6.2 – Comparison of Mean Listening Pretest Scores for the 1998-99 ESL and ESL-Citizenship Testing Population



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Learning Gains

Learning gains were computed as the difference between learners' scores on the pretest and the highest post-test score obtained within the instructional period. This differs somewhat from previous conceptualizations of learning gains in that previous years' calculations utilized the last score obtained as opposed to the highest score. This new methodology captures a student's "best" performances as opposed to their "last" performance in hopes of accounting for possible testing error either on the part of the student or error inherent in the testing instrument.

Reading Learning Gains

Among the 35,297 learners who took a reading pretest, 13,432 (38.1 percent) provided usable post-test data and were included in the analyses which follow. While this may seem like a relatively low percentage of usable tests, it should be noted that only those learners who remained in their program for a minimum of 12 hours and who could be matched on personal demographic data were included in the analyses.

Differences in reading learning gains between pre- and post-test were evidenced across program type. ESL-Citizenship learners presented the highest average (5.7 points), followed by ESL learners (5.4

points), and lastly, ABE learners (4.2 points). It should be noted that a significant number of paired tests at the lowest level were dropped from the analysis due to suspect scoring, administration, or both. Careful inspection of the data indicated that one specific site administered the majority of the ABE (87.5 percent) and ESL-Citizenship (66.7 percent) test data at the lowest level (< 201) and may therefore reflect testing or scoring effects rather than actual learning gain by program participants. Consequently, no analyses in this chapter included these cases.

Learning gains across all programs were similar to those of previous years. For instance, the overall mean reading gain for ABE learners was 4.1 in 1997-98 and 4.2 this year. Among ESL-Citizenship learners, analysis found a slight drop in average learning gain. In 1998, the overall mean reading gain among ESL-Citizenship learners was 6.1 points and this year it was 5.7 points.

A comparison of learner gains at each pretest score level shows that, in general, the lower the learners' pretest score the greater the average gain. ABE learners' gains ranged from an average of 3.0 points at the 221-229 pretest level to 9.4 points (after removing suspect scores) for learners at the below 201 pretest level. Similar patterns emerged for both ESL and ESL-Citizenship learners (see Table 6.4).

Table 6.4 – Mean Reading Learning Gains Across and Within Program Type (1998-99)

Score Range	Pre-Test	Mean Learning Gain	n	%
ABE				
< 201	191.9	9.4	48	7.2
201-210	206.0	5.1	100	15.1
211-220	216.5	4.4	207	31.2
221-229	225.1	3.0	308	46.5
ABE Overall	217.2	4.2	663	100.0
ESL				
< 201	190.6	8.4	3,044	25.0
201-210	205.4	5.2	4,017	33.0
211-220	215.9	4.9	2,938	24.1
221-229	225.2	2.4	2,187	17.9
ESL Overall	207.8	5.4	12,186	100.0
ESL Cit				
< 201	190.9	7.0	184	31.6
201-210	205.2	5.1	186	31.9
211-220	216.1	5.6	130	22.3
221-229	225.8	4.2	83	14.2
ESL Cit Overall	206.0	5.7	583	100.0

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At each pretest score range, and for all the score ranges combined, ESL learners with seven or more years of education presented higher average reading learning gains than did those with six or fewer years of education (see Table 6.5).

Table 6.5 – Mean Reading Learning Gains by Years of Education For ESL and ESL-Citizenship Learners (1998-99)

	<= 6 years			>= 7 Years		
Score Range	**Learning Gains**	**n**	**%**	**Learning Gains**	**n**	**%**
ESL						
< 201	7.5	1,780	39.7	9.6	1,264	16.4
201-210	4.1	1,434	32.0	5.8	2,583	33.5
211-220	4.1	840	18.8	5.3	2,098	27.2
221-229	0.8	425	9.5	2.8	1,762	22.9
ESL Overall	**5.2**	**4,479**	**100.0**	**5.6**	**7,707**	**100.0**
ESL Cit						
< 201	5.9	89	52.6	6.3	95	22.9
201-210	1.3	41	24.3	6.1	145	35.1
211-220	3.0	27	16.0	6.3	103	24.9
221-229	2.4	12	7.1	4.5	71	17.1
ESL Cit Overall	**4.1**	**169**	**100.0**	**6.3**	**414**	**100.0**

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ESL Listening Learning Gains

Similar to last year, the report computed listening learning gains for learners enrolled in ESL programs only. This is due to the low number of paired listening pre- and post-tests in the other two instructional programs. The overall average listening learning gain was 4.0 points among ESL learners (see Table 6.6). This represents a modest (.9 point) increase over last year's findings.

Table 6.6 – Average Listening Learning Gains for ESL Learners (1998-99)

Score Range	Mean Pre-Test Score	Mean Learning Gain	n	%
ESL				
< 201	190.0	8.0	296	40.6
201-210	204.8	2.7	229	31.4
211-220	215.2	0.3	138	18.9
221-229	224.2	-1.0	66	9.1
ESL Overall	**202.5**	**4.0**	**729**	**100.0**

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Learning Gains Over Time

ABE reading gains between the school years 1994-95 and 1996-97 showed a steady increase from one year to the next (see Table 6.7). Data from the last two years reflect a full point drop, on average, from that which was reported in 1994-95. While not considered a significant improvement over 1997-98 this year's average gains do indicate increasing scores.

Table 6.7 – Mean Reading Learning Gains for the ABE Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
Scores at Pre-Test Range	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**
Below 200										
Pre-Test	188.6	62	191.8	71	181.6	134	189.9	44	191.9	48
Post-Test	197.4	62	200.2	71	190.9	134	196.1	44	201.4	48
Gain	8.8	62	8.4	71	9.3	134	6.1	44	9.4	48
201-210										
Pre-Test	205.9	51	206.9	63	205.5	80	205.9	52	206.0	100
Post-Test	212.5	51	213.3	63	211.6	80	213.5	52	211.1	100
Gain	6.5	51	6.4	63	6.0	80	7.5	52	5.1	100
211-220										
Pre-Test	216.1	160	216.0	251	216.6	271	216.2	170	216.5	207
Post-Test	220.9	160	221.1	251	221.6	271	221.3	170	220.9	207
Gain	4.8	160	5.1	251	5.0	271	5.1	170	4.4	207
221-229										
Pre-Test	225.2	203	224.9	300	225.0	458	224.6	246	225.1	308
Post-Test	228.4	203	228.9	300	229.6	458	226.9	246	228.1	308
Gain	3.2	203	4.0	300	4.6	458	2.3	246	3.0	308
ABE Overall										
Pre-Test	215.1	459	216.6	685	214.7	943	216.9	512	217.2	663
Post-Test	220.1	459	221.6	685	220.3	943	221.0	512	221.4	663
Gain	5.0	459	5.1	685	5.5	943	4.1	512	4.2	663

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Average reading gains among ESL learners are remarkably similar to those of last year. Comparisons across all levels indicate no more than a one-point fluctuation in average gain score. Overall, this year's ESL learners' scored .one point better on average than last years'. With respect to years prior to 1998, the lowest levels of learners (those pretesting below 201) evidenced the most significant volatility in average learning gain.

Table 6.8 – Mean Reading Learning Gains for the ESL Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
Scores at Pre-Test Range	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**
165-180										
Pre-Test	--	13	173.7	302	173.3	327	172.6	341	174.6	418
Post-Test	--	13	190.2	302	189.3	327	187.0	341	189.2	418
Gain	--	13	16.5	302	16.0	327	14.4	341	14.6	418
181-190										
Pre-Test	--	18	186.9	557	186.7	526	186.6	525	186.5	727
Post-Test	--	18	199.5	557	195.4	526	196.1	525	195.6	727
Gain	--	18	12.6	557	8.7	526	9.4	525	9.2	727
191-200										
Pre-Test	196.4	31	196.0	1,364	196.2	1,197	196.1	1,217	196.2	1,877
Post-Test	205.0	31	203.9	1,364	203.1	1,197	203.8	1,217	202.8	1,877
Gain	8.6	31	7.8	1,364	6.9	1,197	7.6	1,217	6.6	1,877
201-210										
Pre-Test	205.9	51	205.5	1,911	205.6	1,546	205.5	1,714	205.4	4,017
Post-Test	212.5	51	211.3	1,911	211.3	1,546	211.0	1,714	210.6	4,017
Gain	6.5	51	5.8	1,911	5.8	1,546	5.5	1,714	5.2	4,017
211-220										
Pre-Test	216.1	153	215.8	2,479	215.8	2,216	215.9	2,324	215.9	2,938
Post-Test	221.2	153	221.5	2,479	220.3	2,216	219.9	2,324	220.8	2,938
Gain	5.1	153	5.7	2,479	4.4	2,216	4.0	2,324	4.9	2,938
221-229										
Pre-Test	225.3	193	224.5	1,674	224.6	1,811	224.7	1,685	225.2	2,187
Post-Test	228.5	193	227.9	1,674	227.3	1,811	227.0	1,685	227.6	2,187
Gain	3.2	193	3.3	1,674	2.7	1,811	2.2	1,685	2.4	2,187
ESL Overall										
Pre-Test	207.9	8,372	208.5	8,287	208.9	7,623	208.6	7,806	207.9	12,164
Post-Test	213.8	8,372	214.9	8,287	214.4	7,623	213.9	7,806	213.3	12,164
Gain	5.8	8,372	6.4	8,287	5.5	7,623	5.3	7,806	5.4	12,164

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Reading gains among ESL-Citizenship learners have decreased over previous years for all lower level learners (those scoring below 210 on pretest) but have increased among higher level learners. Learners scoring below 210 on their pretest scored an average of .8 points lower than learners at the same level last year. On the other hand, among learners scoring above 210 on their pretest, this year's gains were 1.4 points higher overall. See Table 6.9 for more specific comparisons.

Table 6.9 – Mean Reading Learning Gains
For the ESL-Citizenship Sample (1994-95 to 1998-99)

	1995-96		1996-97		1997-98		1998-99	
Scores at Pre-Test Range	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**
165-180								
Pre-Test	--	23	173.3	79	171.1	39	173.7	23
Post-Test	--	23	187.6	79	182.3	39	183.2	23
Gain	--	23	14.3	79	11.2	39	9.4	23
181-190								
Pre-Test	186.2	50	186.5	106	186.8	70	186.6	45
Post-Test	197.3	50	195.9	106	196.7	70	193.1	45
Gain	11.1	50	9.4	106	9.9	70	6.6	45
191-200								
Pre-Test	196.2	114	196.0	215	195.8	123	196.2	115
Post-Test	202.1	114	202.0	215	203.9	123	202.7	115
Gain	5.9	114	5.9	215	8.0	123	6.6	115
201-210								
Pre-Test	205.9	179	205.3	248	205.0	134	205.2	186
Post-Test	211.8	179	210.4	248	210.6	134	210.3	186
Gain	5.9	179	5.2	248	5.6	134	5.1	186
211-220								
Pre-Test	215.5	210	216.1	267	215.4	173	216.1	130
Post-Test	219.4	210	219.6	267	220.1	173	221.7	130
Gain	3.9	210	3.5	267	4.6	173	5.6	130
221-229								
Pre-Test	224.2	105	224.6	235	224.3	113	225.8	83
Post-Test	225.1	105	226.6	235	226.7	113	230.0	83
Gain	0.9	105	2.1	235	2.3	113	4.2	83
ESL Overall								
Pre-Test	207.6	681	206.1	1,150	205.4	652	206.1	582
Post-Test	212.9	681	211.4	1,150	211.4	652	211.8	582
Gain	5.3	681	5.3	1,150	6.6	652	5.6	582

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With the exception of this year's data, average listening gains have declined since 1994 (see Table 6.10). Data for 1998-99 indicate that average listening gains at all beginning levels either remained the same or increased from previous years. Patterns of gains at the intermediate levels are consistent with past year's performances.

Table 6.10 – Mean Listening Learning Gains For the ESL Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
Scores at Pre-Test Range	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**
165-180										
Pre-Test	175.1	93	175.7	83	174.9	39	174.5	52	174.2	39
Post-Test	189.6	93	188.7	83	188.5	39	186.3	52	191.0	39
Gain	14.6	93	13.0	83	13.5	39	11.7	52	16.8	39
181-190										
Pre-Test	186.0	244	186.0	271	185.7	125	186.3	210	186.4	82
Post-Test	192.9	244	193.7	271	192.8	125	194.1	210	194.1	82
Gain	6.9	244	7.7	271	7.1	125	7.7	210	7.7	82
191-200										
Pre-Test	195.5	524	195.6	612	195.3	234	196.0	492	195.3	175
Post-Test	200.5	524	200.8	612	200.5	234	201.0	492	201.4	175
Gain	5.0	524	5.2	612	5.1	234	4.9	492	6.2	175
201-210										
Pre-Test	205.1	587	205.5	745	205.6	270	205.6	753	204.8	229
Post-Test	207.3	587	208.6	745	207.9	270	207.9	753	207.5	229
Gain	2.1	587	3.1	745	2.3	270	2.2	753	2.7	229
211-220										
Pre-Test	214.0	159	214.9	540	215.1	156	214.8	451	215.5	138
Post-Test	214.5	159	215.5	540	214.2	156	215.3	451	215.5	138
Gain	0.5	159	0.6	540	-0.9	156	0.4	451	0.3	138
221-229										
Pre-Test	--	12	223.8	207	223.1	67	223.2	133	224.2	66
Post-Test	--	12	221.8	207	221.3	67	222.3	133	223.2	66
Gain	--	12	-2.0	207	-1.9	67	-0.9	133	-1.0	66
ESL Overall										
Pre-Test	198.4	1,619	203.5	2,458	201.7	891	203.8	2,091	202.5	729
Post-Test	202.7	1,619	207.0	2,458	205.1	891	206.9	2,091	206.6	729
Gain	4.3	1,619	3.5	2,458	3.3	891	3.0	2,091	4.0	729

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Assessment Results by Provider Type

ABE 321/326 providers differed in the proportions of learners they served at various pretest score levels. Analyses were conducted across provider types for each of the three program types: ABE, ESL, and ESL-Citizenship.

As in previous years, school district adult schools continue to serve ABE learners with the highest average reading pretest scores (217.5). Community college districts served the lowest average scoring learners (211.9). Table 6.11 presents five-year comparisons.

Table 6.11 – Mean Reading Pretest Scores Across Provider Type For the ABE Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
	Score	n	Score	n	Score	n	Score	n	Score	n
Adult	222.9	2,035	219.4	3,271	220.7	3,965	223.2	3,672	217.5	1,517
CCD	222.3	748	220.2	981	220.7	741	223.4	762	211.9	54
CBO	217.2	37	208.6	110	210.8	166	216.0	116	--	--
Library	213.3	73	213.8	78	215.3	150	213.7	193	213.6	62
Total	**222.4**	**2,893**	**219.2**	**4,440**	**220.2**	**5,022**	**222.7**	**4,743**	**217.2**	**1,633**

-- Data not collected or too few cases in cell compromising data interpretation

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Among ESL learners, community college districts served learners with the highest average pretest reading score (208.0) in 1998-99. Community based organizations served learners with the lowest average reading pretest scores (203.5). Table 6.12 presents five-year comparisons.

Table 6.12 – Mean Reading Pretest Scores Across Provider Type For the ESL Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
	Score	n	Score	n	Score	n	Score	n	Score	n
Adult	209.0	19,106	209.2	21,185	209.9	21,978	210.2	24,129	206.8	25,242
CCD	211.3	4,752	210.9	5,736	211.4	4,816	212.0	6,015	208.0	3,032
CBO	212.8	151	206.7	451	210.1	217	212.1	7	203.5	136
Library	--	--	195.8	72	--	7	196.2	15	--	--
Total	**209.5**	**24,009**	**209.0**	**27,444**	**210.2**	**27,018**	**210.5**	**30,166**	**206.9**	**28,410**

-- Data not collected or too few cases in cell compromising data interpretation

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The overall mean pretest listening score among ESL learners was 204.2 on the CASAS scale. Community college districts (202.7) and school district adult schools (204.3) served the highest performing learners. Only fifteen learners represent the entire Library literacy population with pretests and consequently the reader should exercise caution in interpreting their test data.

Table 6.13 – Mean Listening Pretest Scores Across Provider Type For the ESL Sample (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
	Score	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**	**Score**	**n**
Adult	200.0	3,410	205.9	5,221	203.8	3,844	204.1	4,134	204.3	6,619
CCD	202.7	1,462	206.1	1,823	206.1	436	209.0	1,642	202.7	551
CBO	--	10	--	1	--	16	196.7	8	--	--
Library	--	--	--	2	--	14	205.0	12	198.5	15
Total	**200.8**	**4,882**	**205.9**	**7,047**	**204.0**	**4,310**	**205.3**	**5,796**	**204.2**	**7,185**

-- Data not collected or too few cases in cell compromising data interpretation
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Chapter 7
Program Services for the Local Testing Population: What Program Characteristics Were Evidenced By Learners During 1998-99?

Chapter Seven provides information about program services in California's ABE 321/326 programs. Class questionnaire data were collected from a sample of learners who were enrolled in local ABE 321/326 programs – school district adult schools, community college districts, community based organizations, and library literacy programs – during the census period of September 1 to October 31, 1998. Program service information includes the time of day classes met, the number of students in each class, the number of hours the class met each week, class-room support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.

Data Highlights

- Sample data from 2,772 instructors at local testing agencies was collected, of which 1,340 (from adult schools and CCDs exclusively) was included for analysis of program characteristics.
- An overall majority of classes (44.4 percent) were held in the morning, followed by evening classes (42.4 percent) and lastly, afternoon classes (13.2 percent).
- ABE 321/326 classes averaged 22 learners per class.
- CCDs had the highest class average (23), followed by adult schools (21).
- Overall, 35.9 percent of the classes had access to computers and 32.6 percent access to the Internet.

PROGRAM SERVICES

A total of 2,772 instructors from the enrollment population supplied classroom questionnaire data. Due to low number of class questionnaire respondents in the CBO, library literacy, CDC and CCC provider types in 1998-99, we are limiting analysis in this chapter to data from adult schools and community college districts – which together account for 90.3 percent of the total enrollment population.

We are continuing with the methodology change from 1997-98 and are representing results from whole classes rather than individual learners as was done in previous years, due once again to a change in data collection technique. The chapter displays data across program type and provider type using variables most appropriate for discussion.

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Time of Day Class Met

Most ABE 321/326 classes were held during the morning (44.4 percent) or evening (42.4 percent) hours. When looking at patterns of class meeting times within provider type, we find that ADT programs have the greatest proportion of classes during the evening (45.1 percent) while community college districts have more classes in the morning (50.6 percent) than the evening (36.1 percent). See Table 7.1 below for further comparisons.

Table 7.1 – Percentage of Classes Within Each Provider Type Being Held at Different Times of the day (1998-99)

(n = 1,340)

	Morning	Afternoon	Evening
Adult School	41.8%	13.2%	45.0%
CCD	50.6%	13.3%	36.1%
Total	**44.4%**	**13.2%**	**42.4%**

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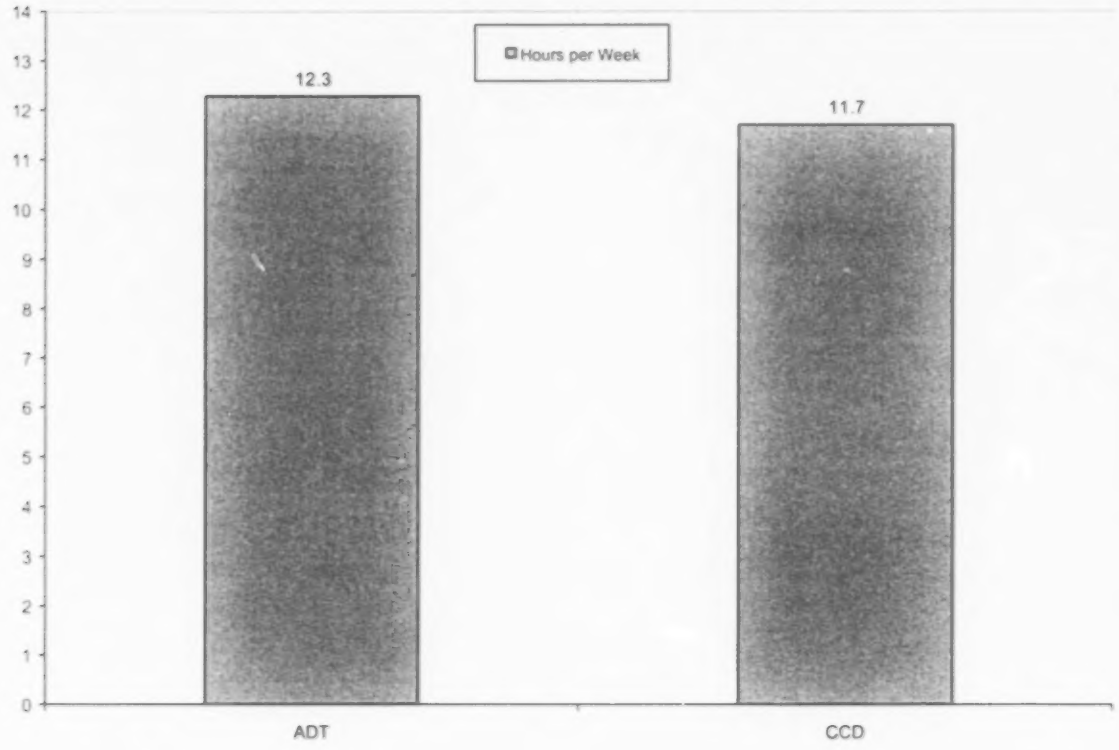
Class Size

Class size was determined by the number of learners in the class *at the time of post-test*. For the sample 1,245 respondents provided class-size information. Overall, ABE 321/326 classes averaged 22 learners for 1998-99, which was basically in-line with 1997-98 (21 learners per class). Within provider type, community college districts averaged more students per class (23) than adult schools (21).

Weekly Hours of Instruction

Among the sample of instructors responding to the class questionnaire, 1,283 provided information regarding the number of hours of instruction learners received each week. On average, ABE 321/326 classes provided 12.1 hours of instruction per week. Among the provider types, adult schools provided the most instruction with an average of 12.3 hours weekly, while CCDs averaged 11.7 hours weekly – an increase of 1.8 hours from last year (see Figure 7.1 below).

Figure 7.1 – Average Hours of Weekly Instruction Across Provider Type Held at Different Times of the Day (1998-99)



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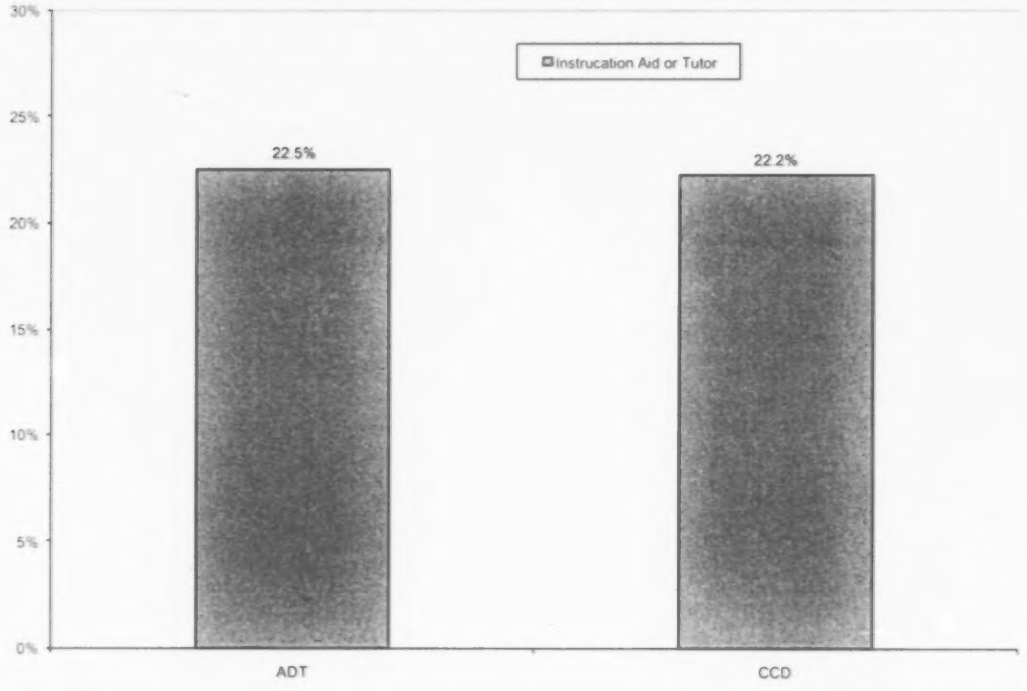
Classroom Support

Information regarding instructional support and the use of technology in the classroom was obtained from 1,338 respondents. Instructional support is defined as having a teacher's aide or tutor available to the class at least once a week. Instructional technology in the classroom is defined as learners using computers as part of the classroom experience. Class questionnaires also contained information regarding Internet access.

Overall, only 22.4 percent of all ABE 321/326 learners attended classes that utilized instructional aides or tutors. This percentage is down from last year where the overall average was over 30 percent, although the exclusion of the other provider types (where instructional support was much stronger) skewed the results downward for this category. Among provider types, a larger proportion of ADT classes had access to instructional support (22.5 percent) than CCD classes (22.2 percent). See Figure 7.2 below.

Figure 7.2 – Percentage of Classes Within Each Provider Type Having Instructional Support (1998-99)



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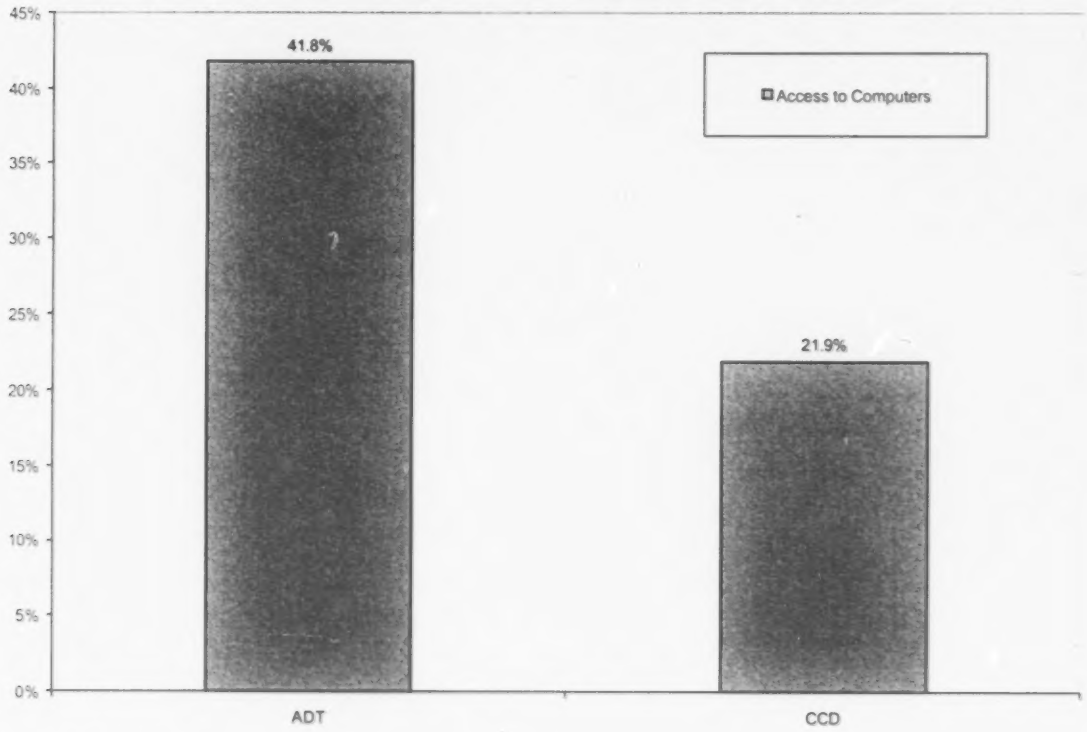
More than one-third (35.9 percent) of all ABE 321/326 learners had access to computers for at least a part of their class learning experience. This figure represents a decline of 12 percent from last year, although one should once again take into account the excluded provider types. Among those using computers as part of their class, 37.9 percent reported having access to the Internet, a jump of 64.8 percent from 1997-98.

Adult schools reported a substantially higher percentage of classes with computer access (41.8 percent) than CCDs (21.9 percent). Community college districts saw a sizeable drop (37.2 percent) in computer use from 1997-98 (see Figure 7.3 below).

Figure 7.3 – Percentage of Classes Within Each Provider Type Using Computers as Part of the Learning Experience (1998-99)



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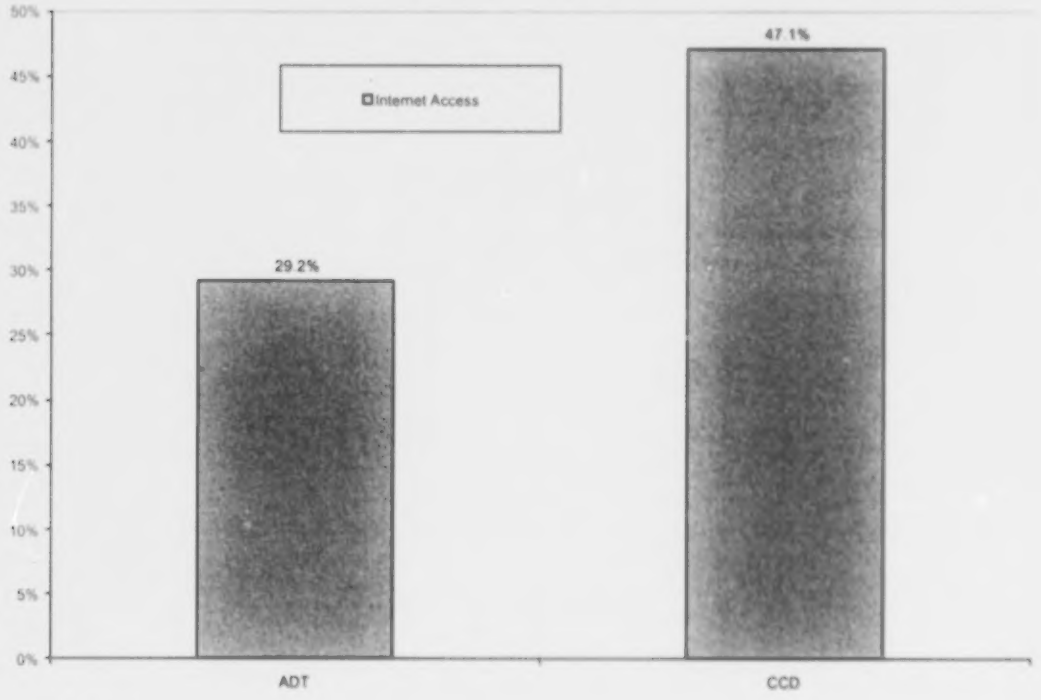
Regarding Internet access, community college districts reported a higher percentage of classes having access (47.1 percent) than adult schools (29.2 percent). For CCDs, this was a huge increase from last year when only 15.5 percent of classes had access to the Internet. The adult schools, on the other hand, saw a modest increase of only three percent from the prior period. See Figure 7.4 below.

Figure 7.4 – Percentage of Classes Within Each Provider Type Using Computers Having Internet Access (1998-99)



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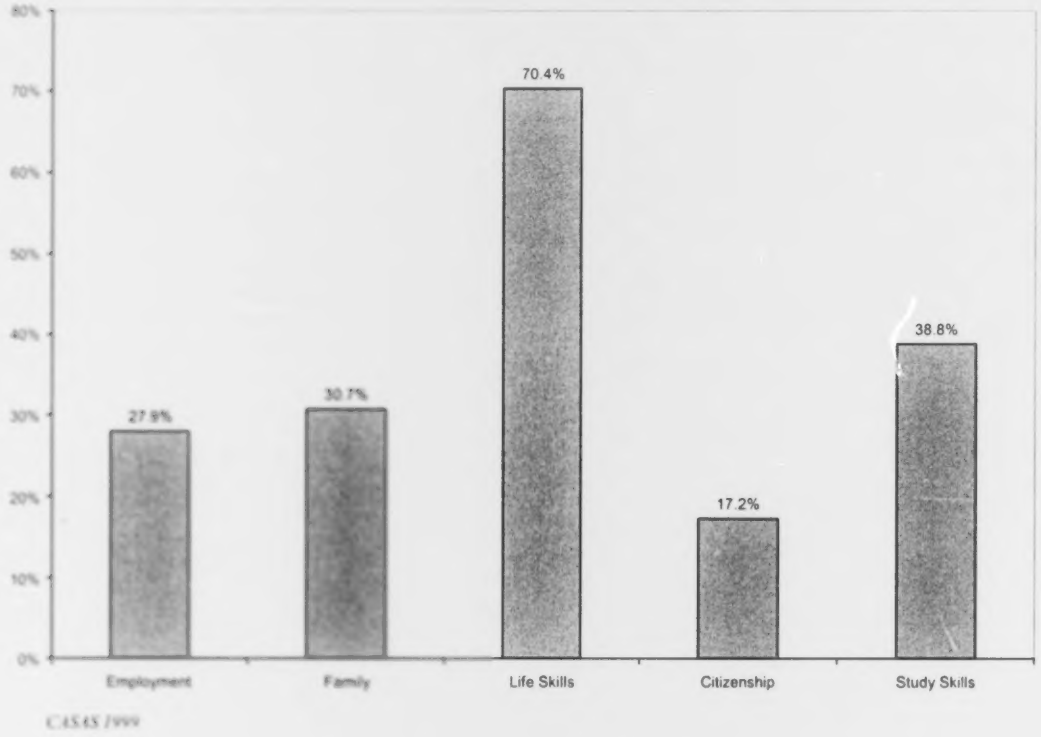
Emphasis of Classroom Instruction

The questionnaire asked instructors to rate the emphasis placed on each of five content areas during the instructional period. The content areas included were as follows: Employability/Workforce Literacy, Family Literacy, General Life Skills, Citizenship, and Learning to Learn/Study Skills.

General life skills were the most emphasized theme in classes across provider type (70.1 percent), with Study Skills (38.8 percent) and Family Literacy Skills (30.7 percent) also noted as important elements. The major class emphasis was distributed in a similar manner to 1997-98, although there was an increase of 14.5 percent in the Family Literacy Skills category for this year, and a 6.5 percent increase in Citizenship emphasis. See Figure 7.5 for all 1998-99 results.

Figure 7.5 – Overall Percentage of Class Emphasis on Each Of Five Content Areas (1998-99)



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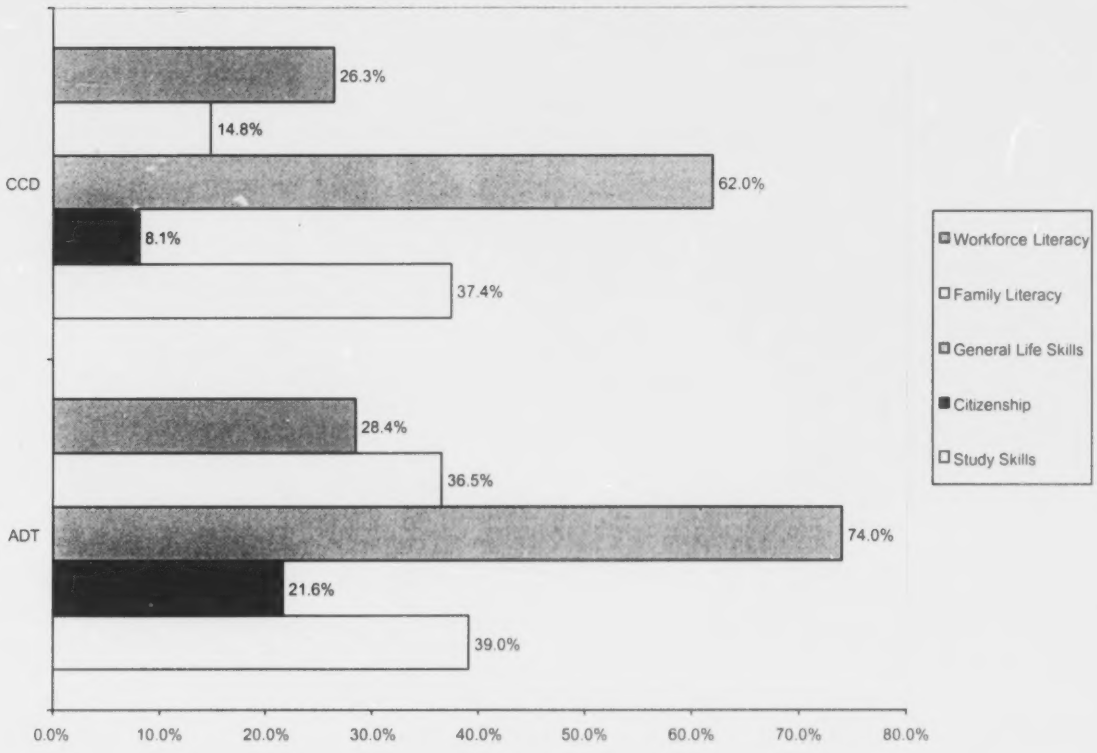
Looking within provider type, CCD classes tended to focus less of their time on the indicated themes than adult schools, although in some cases "partial emphasis" percentages were higher in CCDs. For example, Citizenship was given "major emphasis" in 21.6 percent of adult classes and only 8.1 percent of CCD classes, but 42.5 percent of those same CCD classes indicated Citizenship received "partial emphasis," versus 33.5 percent of ADTs. See Table 7.6 for further comparisons.

Figure 7.6 – Percentage of Classes Placing a "Major Emphasis" on Each of Five Content Areas Across All Provider Types (1998-99)



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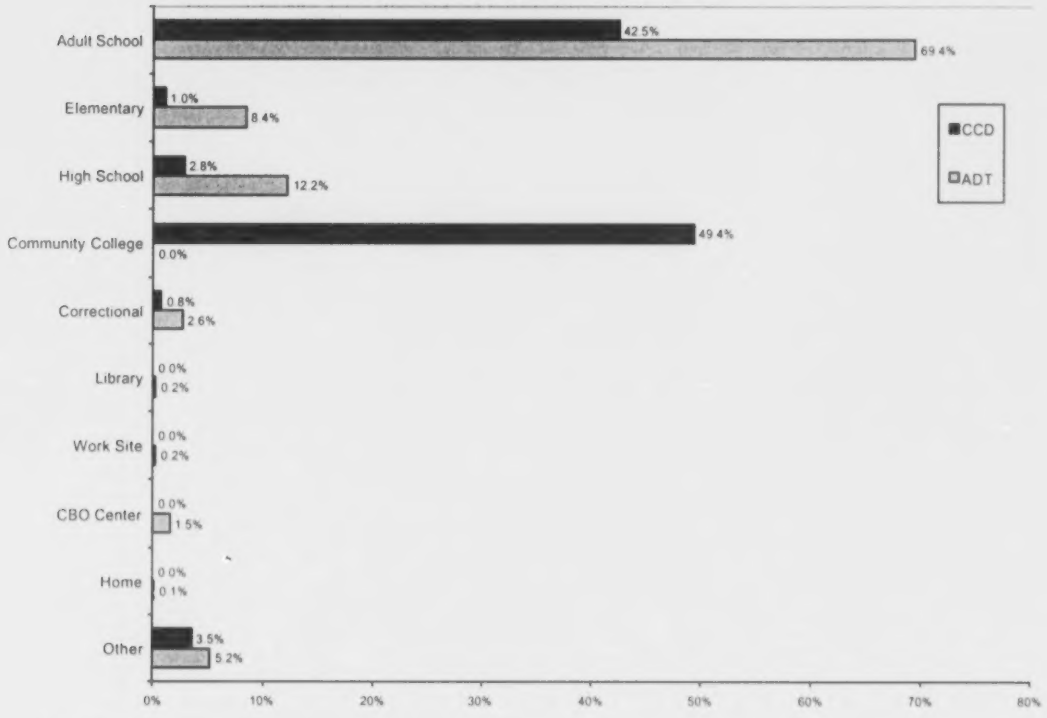
Primary Instructional Setting

The vast majority of ABE 321/326 programs were conducted within a classroom setting (93.2 percent). The second most popular location for classes was learning labs (3.2 percent), while 2.1 percent held classes in learning centers and 1.4 percent of programs used a combination of classroom, learning center, learning lab, tutorial, and distance learning environments.

Primary Physical Setting

As would be expected, adult schools accounted for the majority of ADT classes (69.4 percent) and community colleges for CCD classes (49.4 percent). However, more CCD classes in 1998-99 were held in adult schools (42.5 percent) than last year (4.6 percent) -- 69.2 percent of CCD classes were at community colleges during 1997-98. The bulk of the remaining adult schools classes were held at high schools (12.2 percent) and elementary schools (8.4 percent). See Table 7.7 below for further comparisons.

Figure 7.7 – Percentage of Classes Held in Various Settings Across Provider Type (1998-99)



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Chapter 8
What Was the Program, Learner, and Goal Attainment Information For the State Agency Population?

Chapter Eight provides information about program services, individuals served, and goal attainment in four state agency ABE 321/326 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).

Data Highlights

- Sample data representing 9,342 learners was provided by programs in four state agencies: California Department of Corrections, California Youth Authority, California Department of Developmental Services, and the California Conservation Corps.
- The majority (86.0 percent) of state agency learners were enrolled in ABE programs with the remainder in ESL programs (14.0 percent).
- More male learners (89.9 percent) were represented in state agency ABE 321/326 programs overall.
- The highest proportion (31.6 percent) of learners were between the ages of 21 and 30, and Hispanic (48.5 percent).
- Mandated (47.4 percent) was the most frequently cited primary reason for enrollment among state agency learners.
- The majority of learners (63.6 percent) were retained at the same level of instruction after completion of class.
- The most frequent noted outcomes for state agency students after completion of class was Met Personal Goal, across all the four categories.
- Learners in state agency ABE programs averaged 225.5 on the CASAS reading assessment compared with 215.0 in the local program sample.
- Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 3.4 points on the CASAS scale.

BACKGROUND

State Agencies

The state agencies included in this chapter receive ABE 321/326 funding to provide basic literacy and English as a Second Language service to adults enrolled in their programs throughout the state.

The California Department of Corrections (CDC) has adult education programs in 36 state prisons, of which 31 submitted data. The CDC mandates inmate attendance in adult education for those who are functioning below a ninth-grade level.

The California Youth Authority (CYA) has programs in 13 state schools. The programs in these schools are designed for youth between the ages of 17 and 25 who have been sentenced by the courts.

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For most of these learners, attendance in the education program is mandatory. Three of the CYA schools participated in the data collection for 1998-99.

The California Conservation Corps (CCC) serves learners 18 to 23 years of age in employment and education programs in 16 camps and urban sites. Eleven of the sites contributed data for 1998-99.

The California Department of Developmental Services (CDDS) offers programs at 10 sites, of which some are hospitals and others are developmental centers. We received data from eight of these sites. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community-based organizations provide special education programs that focus on literacy, independent living, and employability. Chapter 9 presents data from individuals enrolled in classes serving learners with special needs.

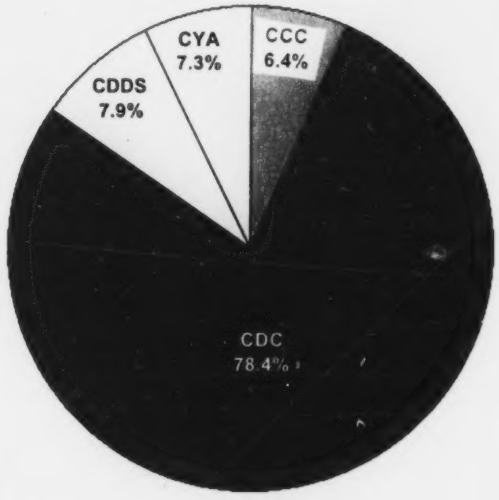
PROGRAM, LEARNER, AND GOAL ATTAINMENT INFORMATION

Program Information

CASAS requested that agencies gather information on learners' instructional program using Entry Record forms. State Agency ABE 321/326 programs provided information on a total of 9,342 learners. Of these learners, ABE programs enrolled 91.8 percent, ESL enrolled 8.2 percent, and ESL-Citizenship programs didn't enroll any (see Appendix G). This differs significantly from California's ABE 321/326 programs as a whole, where only 16.1 percent were ABE learners, 76.7 percent were ESL learners, and 7.2 percent were ESL-Citizenship learners (see Figure 2.1).

The California Department of Corrections served the vast majority (78.4 percent) of learners in state agencies. The remainder were served as follows: 7.3 percent by the California Youth Authority, 6.4 percent by the California Conservation Corps and the 7.9 percent by the California Department of Development Services (see Figure 8.1).

Figure 8.1 – Percentage of State Agency Learners Served by Each Provider Type (1998-99)
(n = 9,342)



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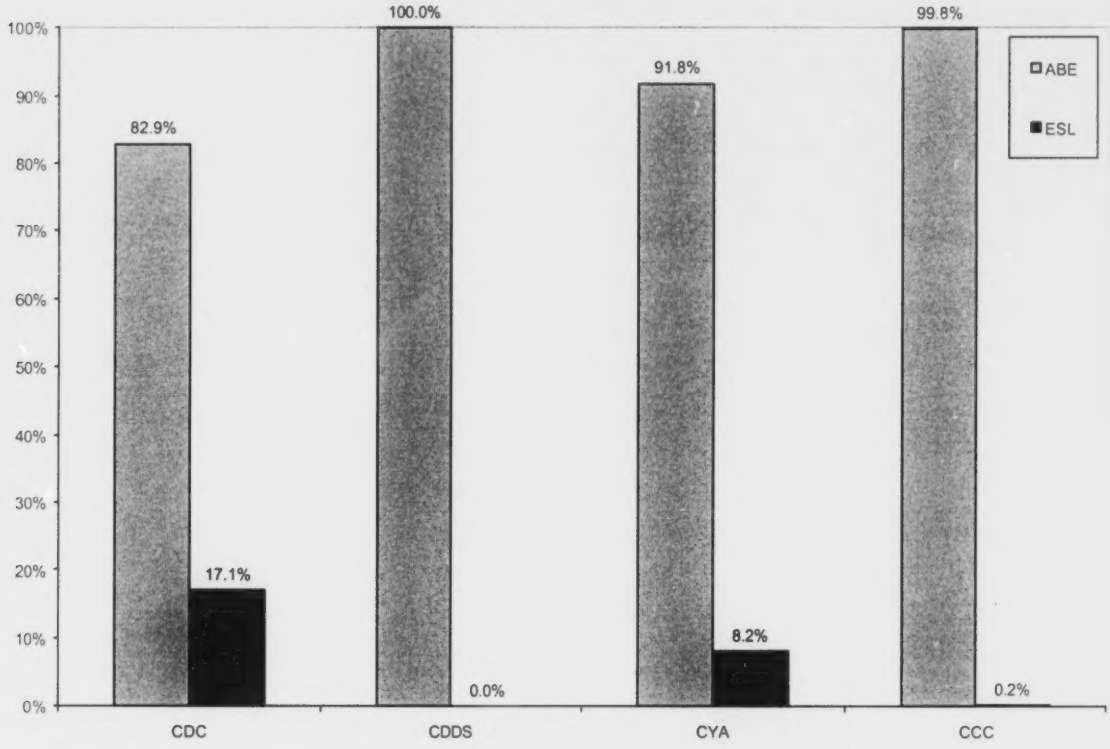
ABE programs enrolled all CDDS learners and nearly all (99.8 percent) CCC learners. The California Department of Corrections enrolled the highest proportion of ESL learners (17.1 percent) followed by the CYA (8.2 percent). See Figure 8.2 for all other comparisons.

Figure 8.2 – Percentage of State Agency Learners in Each Program Across Provider Type (1998-1999)



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Learner Information

Learner information was provided by learners on Entry Record forms, and included learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reasons for enrollment.

Gender

The majority of learners enrolled in state agency ABE321/326 programs were male (89.9 percent). Males were more frequently represented in each of the four state agencies with percentages ranging from a high of 100 percent to a low of 82.4 percent, served by the CYA and CCC respectively (see Table 8.1). The ratio between men and women of 9 to 1 varied significantly from that of the total ABE 321/326 population, where females constituted 57.7 percent of all learners (see Figure 2.8).

Table 8.1 – Gender and Age Distribution Among ABE 321/326 State Agency Learners (1998-99)

	CDC		CDDS		CYA		CCC		Total	
	n	%	n	%	n	%	n	%	n	%
Gender										
Female	689	9.7	116	16.2	0	0.0	99	17.6	904	10.1
Male	6,393	90.3	602	83.8	560	100.0	463	82.4	8,018	89.9
Total	**7,082**	**100.0**	**718**	**100.0**	**560**	**100.0**	**562**	**100.0**	**8,922**	**100.0**
Age										
16-20	297	4.5	14	1.9	445	97.2	366	67.0	1,122	13.5
21-30	2,287	34.6	160	22.3	13	2.8	178	32.5	2,638	31.7
31-40	2,382	36.1	254	35.3	0	0.0	0	0.0	2,636	31.6
41-50	1,226	18.6	215	29.9	0	0.0	0	0.0	1,441	17.3
51-64	332	5.0	68	9.5	0	0.0	0	0.0	400	4.8
65+	77	1.2	8	1.1	0	0.0	3	0.5	88	1.1
Total	**6,601**	**100.0**	**719**	**100.0**	**458**	**100.0**	**547**	**100.0**	**8,325**	**100.0**

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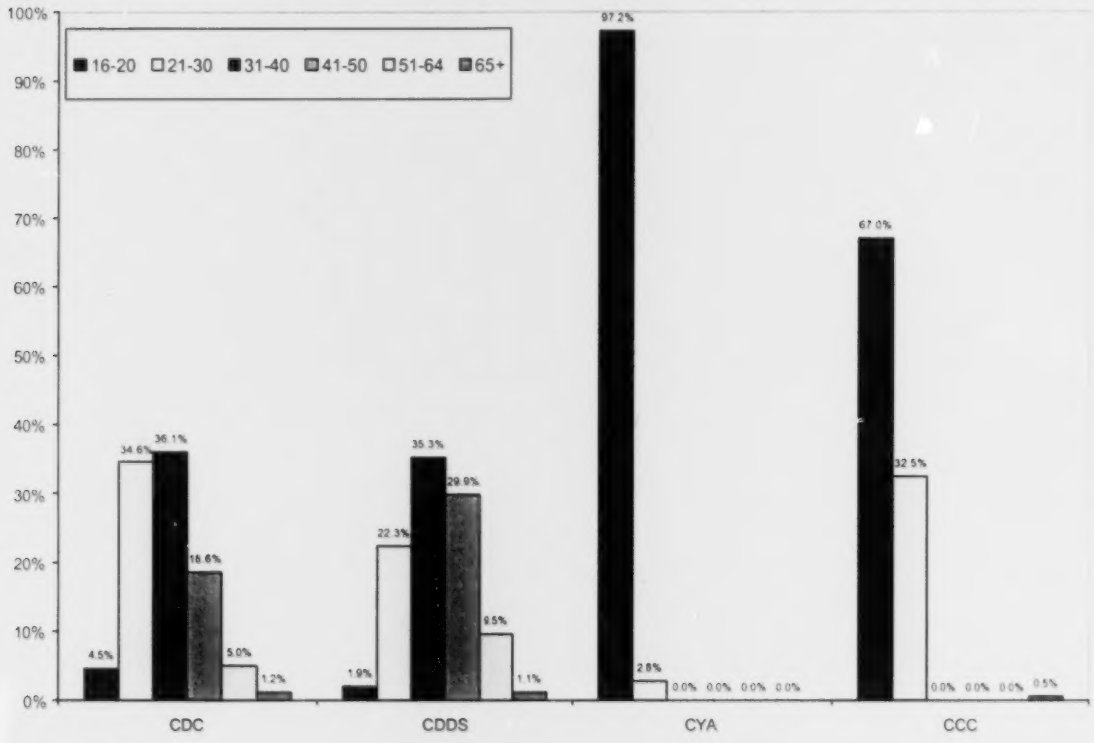
Age

The largest proportion of ABE 321/326 state agency learners were between the ages of 21 and 30 years old (31.7 percent), and coupled with learners between 31-40 account for a full 63.3 percent of all learners represented. Learners in CCC and CYA programs were younger on average than those in the other two programs: 67.0 percent of CCC and 97.2 percent of CYA students were between 16 and 20 years of age -- in keeping with their regulatory mandates (see Table 8.1). CDDS programs served the oldest population of students with 40.5 percent over the age of 40. See Figure 8.3 for all other age comparisons.

Figure 8.3 – Percentage of State Agency Learners Within Each Age Group Served by Each Provider Type (1998-1999)



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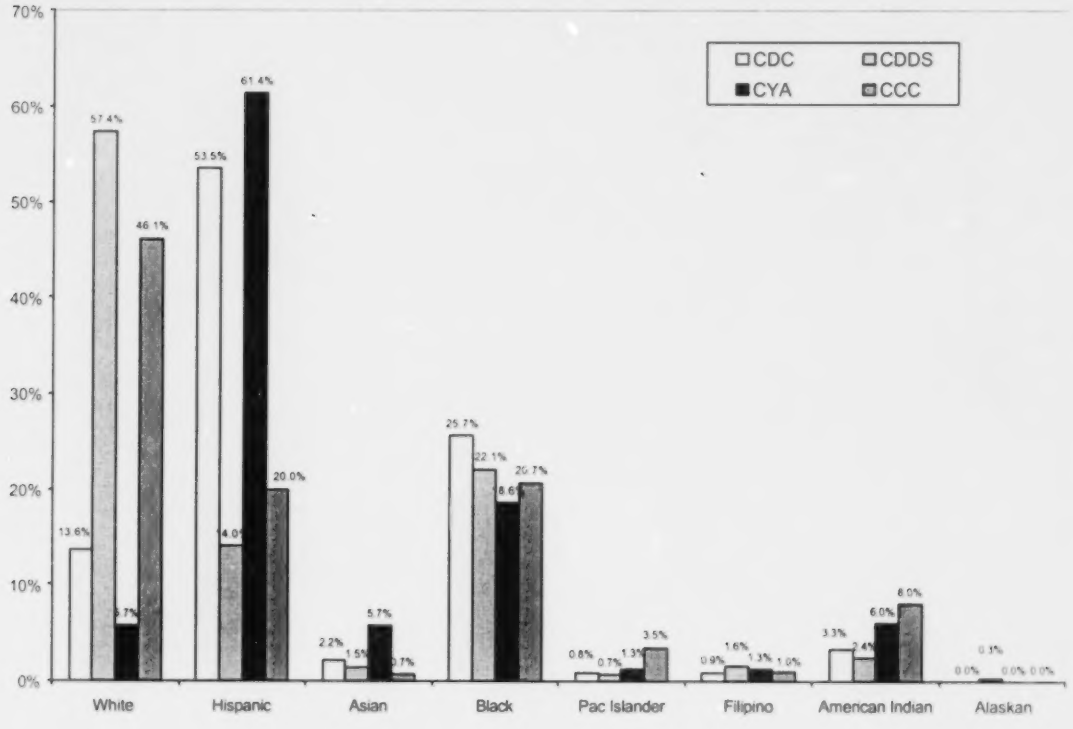
Ethnic Background

The most highly represented ethnic group among state agencies was Hispanic learners at 48.5 percent. Black learners constituted 24.7 percent and White learners 18.8 percent of all state agency learners (see Appendix G). As seen in Figure 8.4, Hispanics were most heavily represented in the CDC (53.5 percent) and CYA (61.4 percent) programs, while Whites populations were most prevalent in the CDDS and CCC programs (57.4 percent and 46.1 percent, respectively).

Figure 8.4 Percentage of State Agency Learners within Each Ethnic Group Served by Each Provider Type (1998-99)



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Native Language
The majority (58.0 percent) of learners in California's state agency ABE 321/326 programs spoke English as their native language, with 38.5 percent speaking Spanish. Not surprisingly, the pattern of native language findings followed that of ethnicity across provider type: CDC and CYA had more Spanish speakers (43.8 and 47.1 percent, respectively) than CCC (5.9 percent) and CDDS (6.5 percent), which were predominantly English speakers (see Table G-2 in Appendix G).

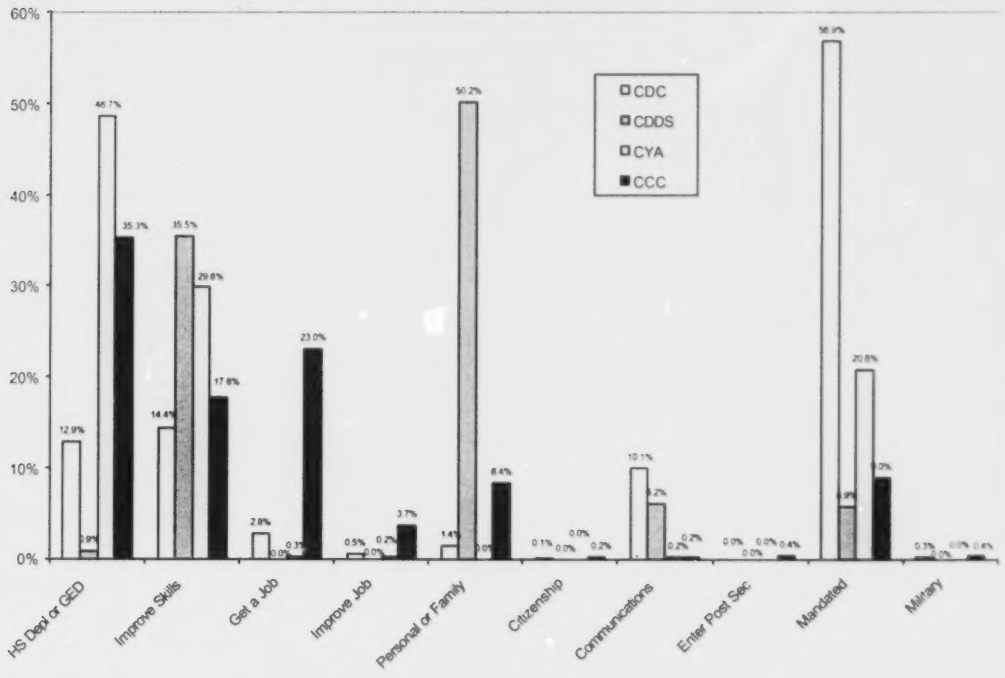
Highest Degree Earned
An overwhelming majority (75.9 percent) of ABE 321/326 learners reported having no degree (high-school diploma or higher). This was true for all four state agency programs: 78.5 percent of CDC learners, 57.9 percent of CDDS learners, 97.0 percent of CYA learners, and 48.9 percent of CCC learners. The highest reported degree obtained in all cases was a high school diploma (13.9 percent overall) with GED Certificate second (5.8 percent overall). CCC and CDDS learners had higher percentages with any degree, while CDDS had the highest percentage of learners above the high school level (6.2 percent, with 6.9 percent in the "Other" category) – see Table G-3 of Appendix G.

Years of Education
The majority of state agency learners had between 10 and 11 years of education (35.9 percent). CYA and CDC programs served learners with the fewest years of education (52.7 percent and 45.3 percent with 9 years or fewer of education, respectively). This is not surprising given the age dynamic of the CYA agencies and the context within which CDC programs are offered. CDDS on the other hand served the most highly educated population, with 46.8 percent of learners at or above the 12 years of education level, followed closely by CCC at 45.4 percent (see Table G-3 of Appendix G).

Primary Reason for Enrollment
The primary reason noted for enrollment in state agency ABE 321/326 programs was "Mandated" with 47.3 percent, while 17.2 percent offered "Improve Skills" and 15.9 percent enrolled to obtain a high-school diploma or GED. As would be expected, 40.8 percent of those who chose "Get a Job" as their primary reason for enrollment were in the CCC, consistent with the employability focus of these agencies. An interesting result in the CDDS agencies was that 50.2 percent of respondents chose "Personal/Family Goal" as the key factor in their enrollment in the program, while the overall percentage for this category was only 5.4 percent. See Table G-3 of Appendix G for all results.

Of the ten primary reasons for enrollment, "Mandated" was the most frequently endorsed (56.9 percent) among CDC learners. CDDS learners enrolled primarily for personal or family reasons (50.2 percent) followed by "Improve Skills" (35.5 percent). Not surprisingly, CYA and CCC learners endorsed "High school Diploma or GED Certificate Acquisition" as their primary reason for enrolling over the other nine options. See Table 8.2 for all other comparisons.

Figure 8.5 – Percentage of State Agency Learners Reporting Their Primary Reason for Enrollment Across Each Provider Type (1998-99)
(n = 8,558)



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Goal Attainment

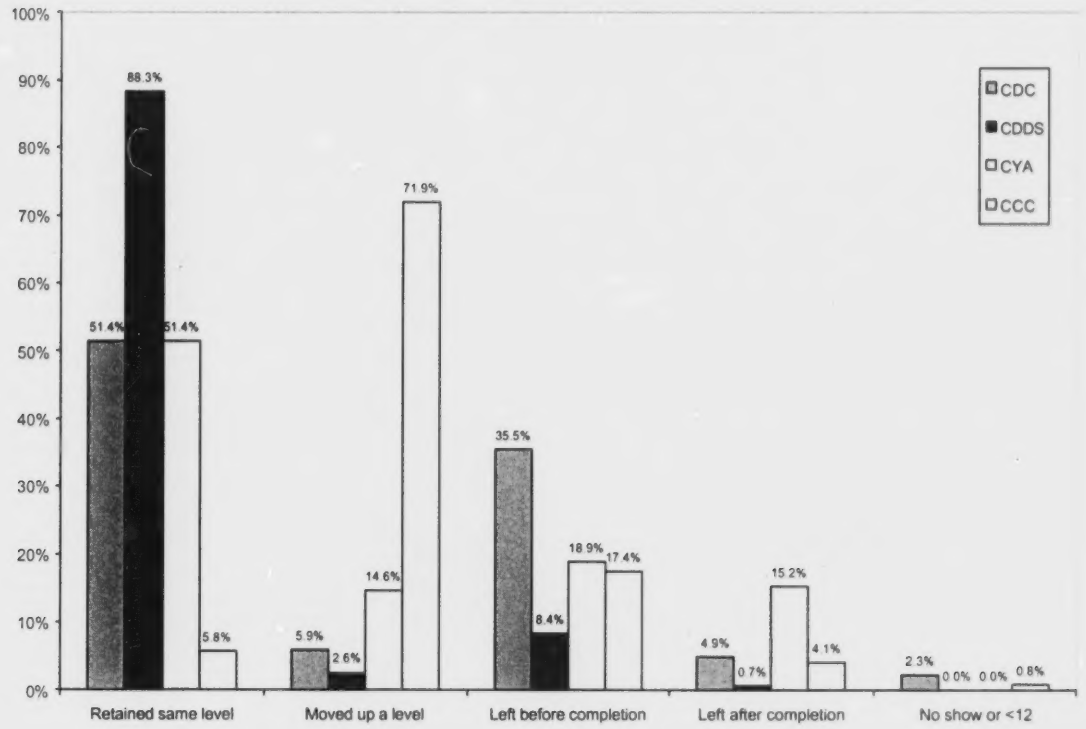
Information on goal attainment was gathered on Update and Test Record forms. Learners provided some information, instructors provided some, and learners' assessment results on pre- and post-tests were used as well. Information covered learners' progress, results, pretest scores, and learning gains.

Learner Progress

Programs retained the majority of learners (53.6 percent) at the same instructional level after completion of course, while 31.4 percent left before completion. The remaining students were split between those who moved up a level (7.9 percent), those who left after completion (5.2 percent) and those who fell under the category "No Show or <12 Hours" (1.9 percent) – see Table G-3 in Appendix G.

Among the four state agencies, three retained the vast majority of learners at the same instructional level – CDDS (88.3 percent), CYA (51.4 percent), and CDC (51.4 percent) – while CCC retained only 5.8 percent. In the case of CCC, an impressive 71.9 percent moved on to a higher level, although 17.4 percent left before completion. CYA exhibited the highest percentage of learners who left after completion at 15.2 percent. In the case of learners leaving before completion, CDC and CYA had the largest proportions, with 35.5 and 18.9 percent respectively (see Figure 8.6 for all other comparisons).

Figure 8.6 – Percentage of Learners within Each Level of Progress Across Each Provider Type (1998-99)



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Learner Results

This year, for the first time, learner results were separated into four broad-based categories (Employment, Personal/Family, Community, and Education), containing underlying outcomes within each. In the employment category, the most common outcome was "Met Personal Goal," with 4.8 percent, although it accounted for 18.8 percent and 14.1 percent of CYA and CCC learners, respectively. See Table 8.2 for further results.

Table 8.2 – Percentage of State Agency Learners Reporting Various Work Outcomes Across Each Provider Type (1998-99)

	CCC	CDC	CDDS	CYA	Overall
Met Personal Goal	14.1%	2.7%	5.3%	18.8%	4.8%
Got a Job	13.3%	1.0%	0.3%	3.8%	1.9%
Got a Subsidized Job	0.0%	0.0%	0.0%	0.0%	0.0%
Advanced to Higher Skill Job	13.6%	0.3%	0.1%	0.9%	1.2%
Retained Current Job	0.0%	1.2%	0.8%	0.4%	1.0%
Entered Job Training	0.0%	0.1%	0.0%	1.2%	0.2%
Entered Apprenticeship	0.0%	0.0%	0.1%	0.0%	0.0%
Entered Military	0.0%	0.1%	0.0%	1.2%	0.1%
Acquired Work Experience	0.0%	0.0%	0.3%	0.3%	0.0%
Removed from Public Assistance	14.0%	0.4%	0.0%	1.0%	1.3%
Got a Volunteer Job	0.2%	0.1%	0.0%	0.0%	0.1%
Other	14.1%	6.1%	20.6%	2.8%	7.5%

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In the Personal/Family outcomes section the most prevalent response was "Improved Communications Skills" (6.0 percent) with "Met Personal Goal" second at 4.5 percent. CYA programs had "Met Personal Goal" as the predominant response (17.3 percent). See Table 8.3 for further comparison.

Table 8.3 – Percentage of State Agency Learners Reporting Various Personal/Family Outcomes Across Each Provider Type (1998-99)

	CCC	CDC	CDDS	CYA	Overall
Met Personal Goal	13.5%	2.6%	5.0%	17.3%	4.5%
Completed Family Lit Program	0.0%	0.1%	0.0%	0.3%	0.1%
Read More to Child	0.3%	0.2%	0.0%	0.6%	0.2%
More Involved in Child's Schooling	0.0%	0.4%	0.0%	0.6%	0.3%
Helped Child with School Work	0.0%	0.4%	0.0%	0.7%	0.3%
Improved Parenting Skills	0.3%	0.6%	0.0%	1.5%	0.6%
Made Positive Lifestyle Changes	14.1%	1.9%	1.2%	6.2%	2.9%
Improved Communication Skills	14.1%	4.9%	10.3%	5.0%	6.0%
Other	0.0%	3.6%	17.7%	2.5%	4.4%

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In regards to Community outcomes, "Met Personal Goal" was again the most common response at 4.4 percent, with 16.6 percent response in the CYA agencies. See Table 8.4 for further detail.

Table 8.4 – Percentage of State Agency Learners Reporting Various Community Outcomes Across Each Provider Type (1998-99)

	CCC	CDC	CDDS	CYA	Overall
Met Personal Goal	12.6%	2.7%	3.4%	16.6%	4.4%
Passed Citizenship Test	0.0%	0.0%	0.0%	0.0%	0.0%
Received U.S. Citizenship	0.0%	0.0%	0.0%	0.1%	0.0%
Registered to Vote/Voted 1st Time	0.5%	0.1%	0.0%	0.1%	0.1%
Increased Involvement in Community	13.6%	0.5%	1.3%	2.5%	1.6%
Made Informed Choices	14.0%	1.9%	0.9%	1.3%	2.6%
Increased Consumer Awareness	0.7%	1.5%	0.0%	0.4%	1.2%
Other	12.3%	3.7%	0.0%	2.8%	3.9%

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Similar to the other three outcome categories, "Met Personal Goal" was again the most common response in the educational outcome section (5.8 percent); among CYA learners 20.4 percent chose this outcome. The most frequently realized outcome for CDDS students was "Entered Other Education/Training" with 25.2 percent endorsement. Among learners enrolled in CCC programs, "Entered Post Secondary Education" and "Met Personal Goal" were among the top outcomes indicated. See Table 8.5 for more details.

Table 8.5 – Percentage of State Agency Learners Reporting Various Educational Outcomes Across Each Provider Type (1998-99)

	CCC	CDC	CDDS	CYA	Overall
Met Personal Goal	10.0%	3.1%	15.8%	20.4%	5.8%
Earned High School Diploma	6.0%	0.4%	0.0%	1.2%	0.8%
Earned High School Credits	0.3%	0.1%	0.9%	7.8%	0.7%
Passed GED	2.0%	0.5%	0.0%	0.3%	0.5%
Earned Certificate	1.8%	0.9%	0.0%	2.5%	1.0%
Entered Post Secondary	13.5%	0.1%	0.1%	0.1%	1.0%
Returned to K-12	0.0%	0.3%	0.0%	0.4%	0.3%
Entered Other Education/Training	2.0%	0.7%	25.2%	0.9%	2.7%
Gained Computer Skills	4.5%	2.3%	3.1%	2.3%	2.5%
Mastered Course Competencies	0.2%	1.9%	0.4%	0.3%	1.6%
Ability to Apply Skills	3.8%	5.5%	1.2%	1.8%	4.8%
Other	12.3%	3.7%	14.8%	2.9%	5.1%

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Pre-test Scores

Learners in state agency ABE programs averaged 215.7 on the CASAS reading assessment compared to 215.0 in the local program sample. Learners in CCC programs scored the highest on average on the reading assessment (219.3), followed by CYA (216.9) and CDC (215.4). Overall, a greater percentage (22.2 percent) scored 230 or above on the reading pre-test, although this group has once again been eliminated from the analysis. See Table 8.6 below for comparison across provider type.

Table 8.6 – ABE Reading Pre-test Scores Across Each Provider Type (1998-99)

ABE	CCC		CDC		CDDS		CYA		Overall	
Reading Pre-Test	n = 464		n = 2981		n = 96		n = 174		n = 3,715	
Score Range	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
<200	189.3	3.2	190.7	11.8	187.0	20.8	194.1	6.1	190.7	10.9
201-210	206.2	10.2	206.2	20.5	206.4	17.0	205.8	14.3	206.2	19.1
211-220	217.0	33.3	216.5	23.5	215.8	32.0	215.7	37.4	216.4	25.6
221-229	225.0	53.3	225.7	44.2	224.9	30.2	225.1	42.2	225.6	44.4
Overall	**219.3**	**100.0**	**215.4**	**100.0**	**211.0**	**100.0**	**216.9**	**100.0**	**215.7**	**100.0**

CASAS 1999

Reading pre-test scores for ESL learners were predominately provided by those served in CDC programs (97.4 percent). Due to the lack of data provided by other state agencies, only CDC learner scores will be presented.

ESL learners in CDC programs averaged 203.1 on the CASAS reading pretest. The highest percentage of learners scored between 201-210 (38.3 percent), followed closely by those below 200 (38.1 percent). Learners in the range 211-220 (15.3 percent) were next, with those between 221 and 229 (8.3 percent) the lowest proportion. In the case of ESL learners, those scoring 230 or higher accounted for 4.7 percent of the total sample, although we did not include them in the above analysis.

Learning Gains

Learning gains for ABE were computed using the difference in pre- and post-test scores. Caution should be exercised when interpreting these learning gains as sample sizes for agencies other than CDC were very small (CDC – n = 655, CYA – n = 27, CCC – n = 16, and CDDS– n = 0).

Reading learning gains between pre- and post-test for learners in the state agency ABE programs were, on average, 5.4 points on the CASAS scale. CDC learners showed the highest gains (5.6 points) followed by CCC learners (3.8 points) and CYA learners (1.8 points). See Table G-4 in Appendix G for further details.

Chapter 9
What Was the Program, Learner, and Goal Attainment Information for the Special Education Population?

Chapter Nine provides information about program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who:

- *Indicated "Special Education" in the special program box on the Entry form; or*
- *Received services from the California Department of Developmental Services; or*
- *Took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A)*

Due to the fact many special education learners remain in their programs year after year, these programs are instructed to test once a year, a different time frame for collecting the data than that found in prior chapters.

Data Highlights

- Adult schools (74.3 percent) and the California Department of Developmental Services (16.3 percent) served most special education learners.
- The majority of special education learners were male (60.8 percent) and the largest group were between the ages of 31 and 40 (33.1 percent).
- Whites were most heavily represented (57.6 percent) followed by Hispanics (24.2 percent) and Blacks (10.3 percent).
- The vast majority reported having earned no degree at time of entry (69.0 percent)
- The most frequently cited reasons for enrollment were Improve Skills (31.0 percent) and Communication (27.0 percent).
- More than eighty percent of special education learners were retained at the same level of instruction from Entry to Update record completion.
- The average pre-test score for the special education population was 179.1.

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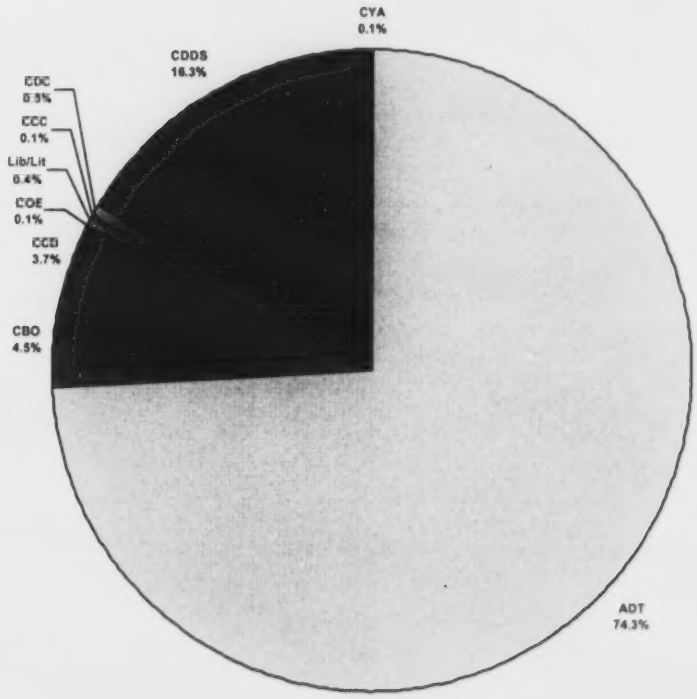
PROGRAM INFORMATION

Information on special education learners was keyed in with the Entry, Update, and Test Records submitted.

Provider Type

Adult schools (74.3 percent) and the California Department of Developmental Services (16.3 percent) served the majority of special education learners. This is a significant change from 1997-98 where adult schools served 49.7 percent of learners and CDDS served 29.3 percent. Community-based organizations (4.5 percent) and community college districts (3.7 percent) served most of the remaining learners. Figure 9.1 illustrates the distribution for all special education learners in the sample.

Figure 9.1 – Percentage of Special Education Learners Served By Each Provider Type (1998-99)
(n = 2,951)



CASAS 1999

During the 1998-99 school year, the CDDS offered programs at nine sites, including hospitals and development centers. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community-based organizations provide special education programs that focus on literacy, independent living, and employability.

LEARNER INFORMATION

Learner information was provided by learners on Entry record forms and covered learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

Gender and Age

The majority of special education learners were male (60.8 percent), which is similar to the gender makeup for last year (58.1 percent). Looking at age distribution, the largest group is in the 31-40 cohort with 33.1 percent, followed by 41-50 (26.0 percent) and 21-30 (22.0 percent). See Table 9.1 for further comparisons.

Table 9.1 – Percentage of Special Education Learners By Gender and Age Group (1998-99)

Gender	n	%
Male	1,609	60.8
Female	1,038	39.2
Total	**2,647**	**100.0**
Age		
16-20	91	3.5
21-30	577	22.0
31-40	866	33.1
41-50	680	26.0
51-64	313	12.0
65+	90	3.4
Total	**2,617**	**100.0**

CASAS 1999

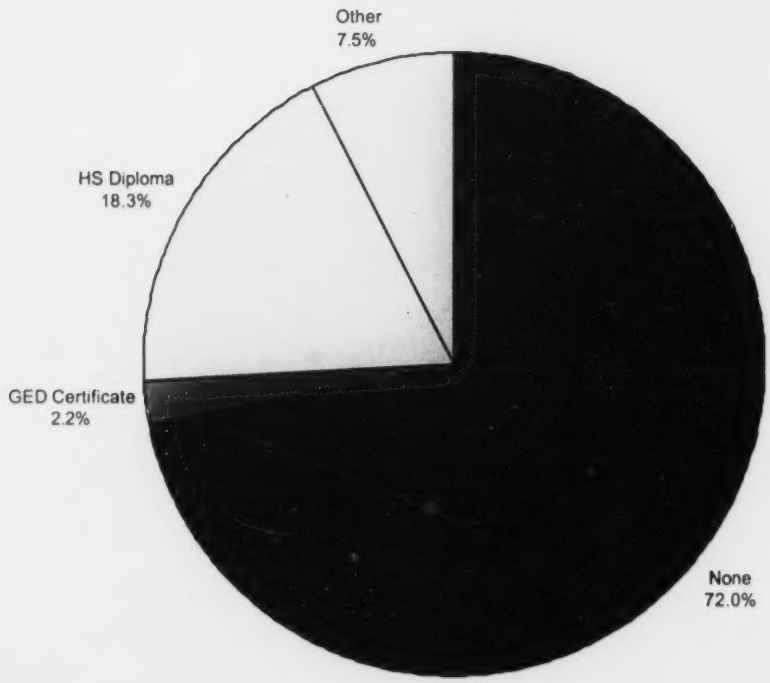
Ethnic Background and Native Language

The majority of special education learners were white (57.6 percent), although that proportion is 14 percent lower than 1997-98. Hispanics were the next most highly represented group at 24.2 percent, followed by blacks at 10.3 percent. The vast majority of learners reported English as their primary language (78.1 percent), with Spanish the only other native language endorsed by a significant number of learners (14.9 percent). For further details see Table H-1 of Appendix H.

Education

As would be expected, few special education learners reported having earned any degree (72.0 percent). Among degrees earned for this group, High School was the most prevalent at 18.3 percent of the population (see Figure 9.2 below). In regards to years of schooling, there was a significant shift upward from last year, with 58.5 percent having 12 years or more compared with only 25.6 percent last year. In addition, last year 61.2 percent of special education learners reported less than 4 years of education while that proportion dropped to only 5.0 percent in 1998-99. See Table H-2 of Appendix H for further information.

Figure 9.2 – Highest Educational Degree Earned Among Special Education Learners (1998-99)
(n = 2,634)

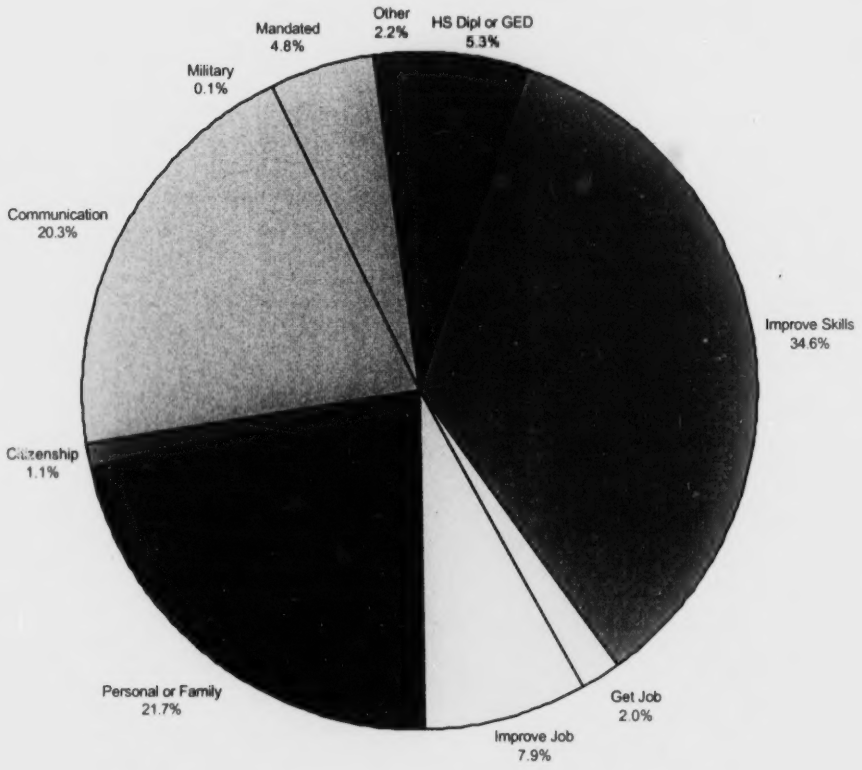


CASAS 1999

Reason for Enrollment

The most common primary reasons special education learners enrolled in programs were indicated as follows: to improve skills (34.6 percent), personal or family goals (21.7 percent), and communication improvement (20.3 percent) – See Figure 9.3. The secondary reasons for enrollment followed a similar pattern, with 31.0 percent selecting improve skills, 27.0 percent indicating personal or family goals, and 14.7 percent indicating communication improvement. See Table H-2 of Appendix H for data on secondary reasons for enrollment.

Figure 9.3 – Primary Percentage of Special Education Learners Indicating Their Primary Reason for Enrollment (1998-99)
(n = 2,873)



CASAS 1999

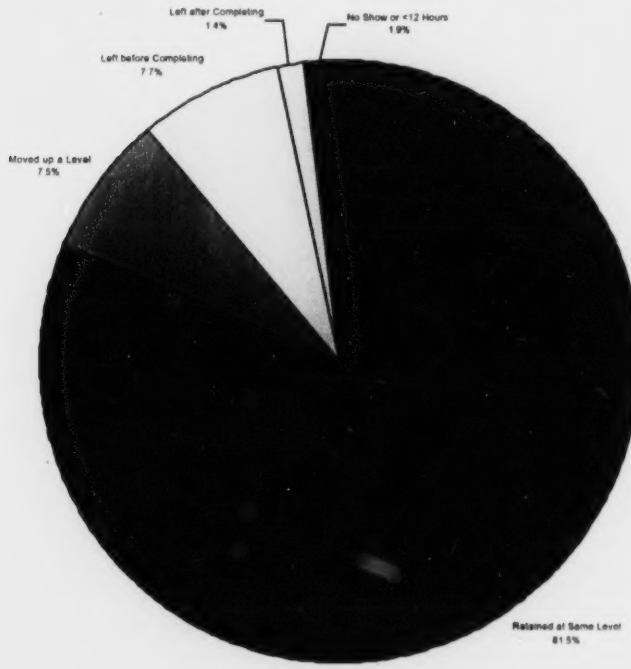
GOAL ATTAINMENT

Information on goal attainment was gathered on Update and Test record forms. Learners, instructors, and learners' assessment results on pre- and post-tests were used in gathering the data. Information covered learners' progress, results, pre-test scores and learner gains.

Learner Progress

Programs retained the vast majority (81.5 percent) of special education learners at the same level during the period from completion of Entry to Update Records. Patterns have shown that most of these learners remain in the same program for several years and thus learners who maintain a level or make small gains are considered successful within this population. In 1998-99, 7.5 percent moved on to a higher level and 7.7 percent left before completion. See Figure 9.4 for other level of progress information.

Figure 9.4 – Percentage of Special Education Learners Presenting Each Level of Progress (1998-99)
(n = 2,011)



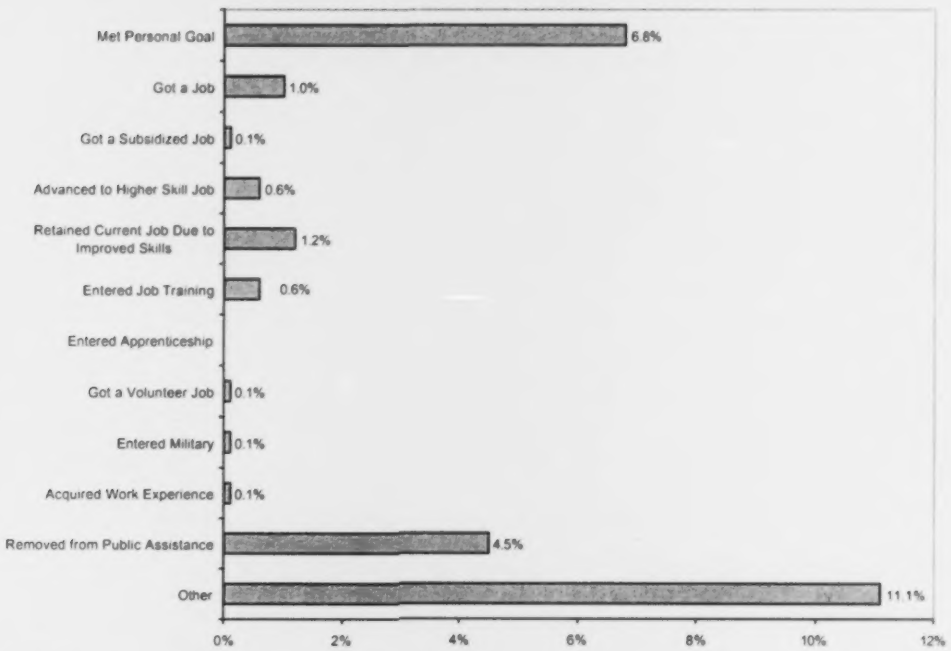
CASAS 1999

Learner Results

Student Update Records asked learners to indicate which outcomes (if any) they experienced upon the completion of the instructional period. This year, for the first time, the Update Record segregated outcomes into four broad based categories with more specific outcomes contained within each. The four categories are Employment, Personal/Family, Community, and Education.

Within the Employment outcome category, the most common responses were "Other" (11.1 percent) and "Met Personal Goal" (6.8 percent). Based on these findings it appears as though special education learners are realizing outcomes other than those presented as options on the Student Update Record. This suggests further refinement of the Update Record to accommodate outcomes more appropriate for this population. See Figure 9.5 below for all Employment-related outcomes.

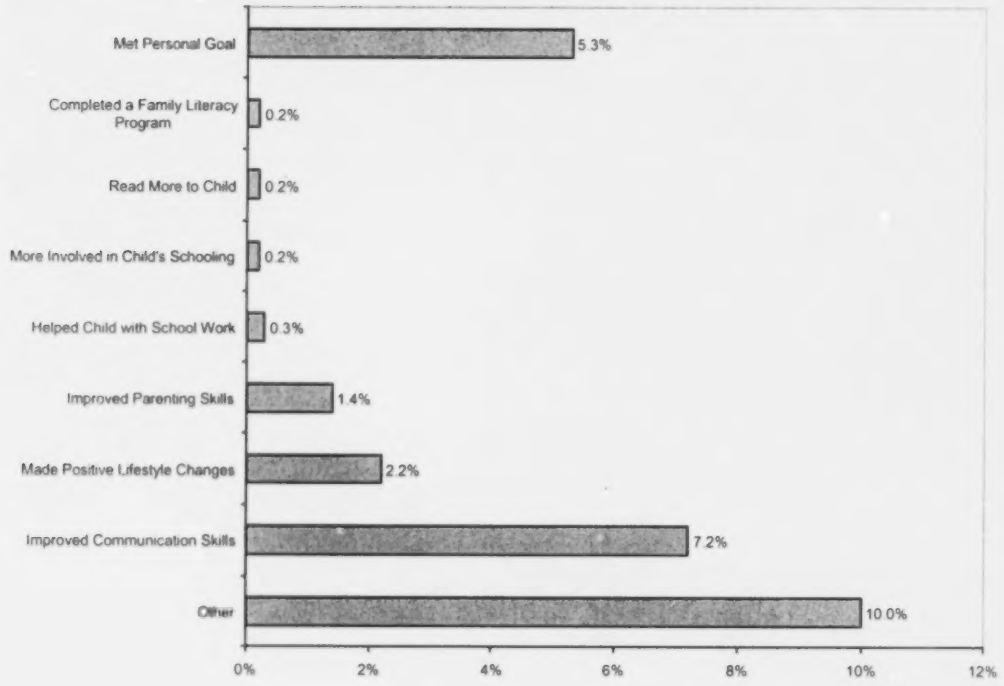
Figure 9.5 -- Percentage of Special Education Learners Experiencing A Particular Employment Outcome During the Instructional Period (1998-99)



CASAS 1999

In regards to the Personal/Family category, the most commonly cited outcomes, besides "Other", were "Improved Communication Skills" (7.2 percent) and "Met Personal Goal" (5.3 percent). Again, the "Other" category received 10 percent endorsement, further suggesting that outcomes more suitable for this population need to be presented on the Student Update Record. See Figure 9.6 below for all other Personal/Family outcome endorsements.

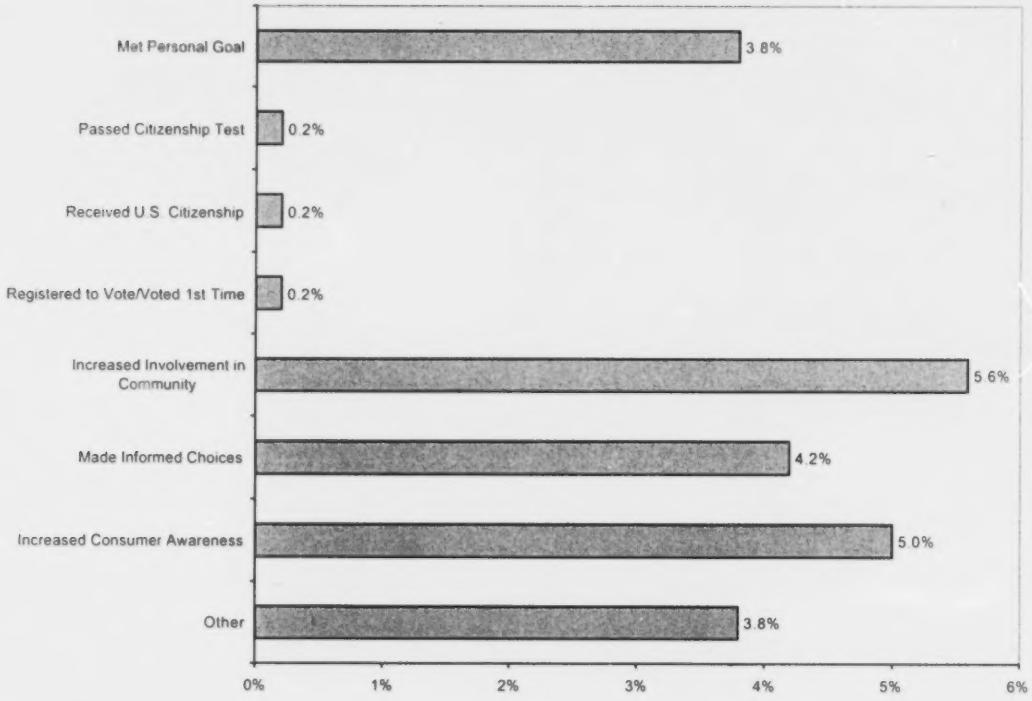
Figure 9.6 -- Percentage of Special Education Learners Experiencing A Particular Personal/Family Outcome During the Instructional Period (1998-99)



CASAS 1999

Special education learners highlighted a number of positive Community outcomes. Among these were "Increased Involvement in Community" (5.6 percent), "Increased Consumer Awareness" (5.0 percent), and ability to "Make Informed Choices" (4.2 percent). For further details on community outcomes see Figure 9.7 below.

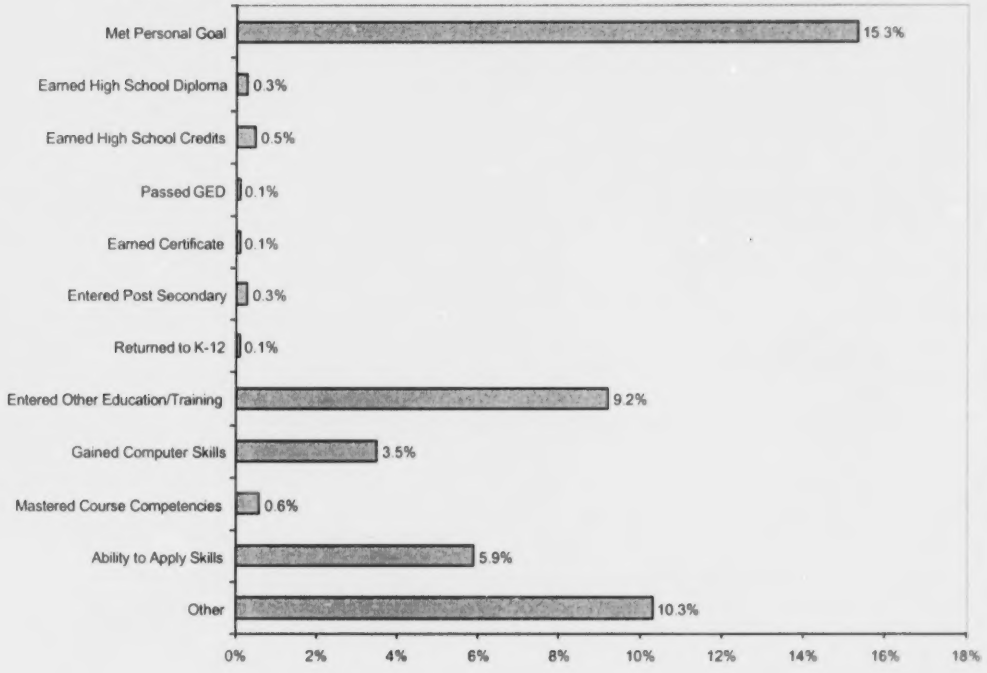
Figure 9.7 -- Percentage of Special Education Learners Experiencing Particular Community Outcome During the Instructional Period (1998-99)



CASAS 1999

Special education learners mentioned a number of Educational outcomes as well. These included "Met Personal Goal" (15.3 percent), "Entered Other Education/Training" (9.2 percent), and demonstrated "Ability to Apply Skills" (5.9 percent). Figure 9.8 below shows all Educational outcomes.

Figure 9.8 -- Percentage of Special Education Learners Experiencing A Particular Educational Outcome During the Instructional Period (1998-99)



CASAS 1999

Pre-test Scores

Most special education learners' literacy skills were assessed with tests specifically designed by CASAS for the special needs population. There are three levels of these tests, each measuring a different life skill literacy level (see Table 9.2). The test labeled 4A is the least difficult and the test labeled 2A is the most difficult. Instructors administered these tests without strict time limits. The examiner marked the answer sheet with the responses indicated by the learners. More than one third (34 percent) of special education learners were assessed with the same life skill progress tests (Forms A and B) as were given to ABE and ESL learners (see Table 9.3).

Table 9.2 – Interpreting CASAS Special Education Scores

Form 4A	Learners can identify symbols related to independent living.
Form 3A	Learners can read symbols and survival words related to independent living and employment.
Form 2A	Learners can identify phrases and sentences related to independent living and employment.

CASAS 1999

Table 9.3 – Special Education Population Mean Reading Pretest Results (1998-99)

Reading Levels	Mean	n
AAAA (130-160)	150.7	80
AAA (161-180)	170.6	130
AA (181-190)	185.4	54
A (191-199)	195.0	55
B (200-214)	205.9	81
Total Mean	**179.1**	**400**

CASAS 1999

The mean reading pre-test score for the special education population was 179.1. The largest proportion (32.5 percent) of learners were tested on assessment Form 3A, and had a mean pre-test score of 170.6. The next most common assessment form used was Form B (20.3 percent), with these learners having a mean pre-test score of 205.9 (see Table 9.3 above).

Learning Gains

Due to the small number of paired-test scores (Entry and Update tests), we do not have sufficient data to report results in this area for 1998-99. The total number of paired scores we have in our sample is 24, across the various levels.

Chapter 10
Implications of Report Results for Future Data Collection Efforts

Each year a review of the data reveals ways in which the data collection process could be revised and improved. In addition, the new California State Plan for the Workforce Investment Act, Title II, Adult Education and Family Literacy Act requires additional data collection efforts. Based on the results of this year's data and the new requirements, the following changes are being made for future data collection efforts:

1. All learners enrolled in the federally funded ABE 225/231 program will be included in the data collection efforts.

2. Student Update Record information will be collected on all students who attend 12 or more hours.
    - The timeline will be expanded from the current March 31 submission deadline to June 30, 2000.

3. Field training will continue to consist of an administration manual, which will be revised to reflect the additional data collection fields.
    - Accurate data is dependent upon standardized definitions and accurate data collection procedures. The administration manual will be distributed to all appropriate agency staff explaining the importance of the data, the uses for the information, and highlight data collection procedures.
    - Additional training emphasis will be placed on key data collection fields, including learner results and the reason a learner may leave the program prior to completion of his/her goal.

4. Data collection instruments will be administered to document progress in each class the learner attends during the school year. Thus, learner progress and retention can be more accurately documented.

5. Multiple *Student Entry Records* and *Student Update Records* will be available to closely track learner progress over course of the school year.

APPENDIX A

A Description of the ABE 321/326
Sample Selection Process

This appendix contains a description of the process for selecting the local agencies that are required to test. Following this description is a list of all of the 1998-99 local testing agencies.

The Sampling Process For Local Agencies

1) A database was used that included the agency name, the number of hundred hour units (HHUs) projected for each agency for SFY 1998-99, and an indication of whether the agency was new to the ABE 321/326 funding and data collection process.

2) New agencies are required to test, but their results are not included in the local testing population their first year of participation.

3) All ABE 321/326 local agencies, except new agencies, were divided into one of four provider type categories: school district adult schools, community college districts, community-based organizations, and library literacy programs.

4) One-third of the remaining agencies were randomly selected within each provider type. Thus, approximately 40% of all funded agencies (by provider type) were included in the sample.

5) Sampling agencies were requested to pre-test all learners enrolled during a two-week period between September 1 and October 31 and to post-test these same students after 80 to 120 hours of instruction.

1998-99 Sample Agencies

The following is a list of the ABE 321/326 sampling agencies for SFY 1998-99

Adult Schools
ABC Adult School
ABC Unified School District
Acalanes Union High School District
Acalanes Adult School
Alameda Adult School
Alameda City Unified School District

Alhambra School District
Alhambra School District Adult Division
Amador-Tuolumne Community Action Agency/ATCAA Even Start
Baldwin Park Adult Education
Baldwin Park Unified School District
Bassett Adult School
Bassett Unified School District
Belmont CAS (LAUSD)
Berkeley Adult School
Black Oak Mine Adult School
Black Oak Mine Unified School District
Bonita Unified School District
Borrego Springs USD
Burbank Adult School
Burbank Unified School District
Butte Valley Adult
Butte Valley Unified
Cabrillo Adult Education
Cabrillo Unified School District
Centinela Valley Adult School
Centinela Valley Union High School District
Central Unified School District
Central USD Adult School (CLASS)
Ceres Adult Education
Chaffey Adult School
Chaffey Jt. Union High School District
Clovis Adult School
Coachella Valley Adult School
Coalinga-Huron Adult School
Colusa Unified School District
Colusa USD/Colusa Adult School
Compton Adult School
Conejo Valley Adult School
Corning Adult Education
Covina-Valley USD/Tri-Community Adult Ed
Culver City Adult School
Del Norte Adult School
Del Norte County Unified School District
Desert Sands Adult Education
Desert Sands Unified School District
Dixon Adult School
Dixon Unified School District

Durham Adult School (Durham USD)
Durham Unified School District
East Side Adult Education
East Side Union High School District
El Cajon Valley Adult Center
El Dorado Adult School
El Dorado Union High School District
El Monte Union High School District
El Monte-Rosemead Adult School
Elk Grove Adult School
Elk Grove Unified School District
Evans CAS (LAUSD)
Fillmore Adult Education
Fillmore Unified School District
Folsom Cordova Unified School District
Folsom-Cordova Adult Education School
Fremont Adult School
Fremont School for Adults
Fremont Unified School District
Fremont Union High School District
Fresno Adult School
Fresno Unified School District
Fullerton Joint Union High School District
Fullerton JUHSD / La Sierra Alternative HS
Garden Grove Unified School District
Garden Grove USD Adult Education
Garfield CAS (LAUSD)
Gateway Unified School District
Gateway USD
Gonzales Unified School District
Gonzales USD Adult Education
Grant Adult Ed. Center
Grant Joint Union High School District
Hacienda La Puente Adult Education
Hacienda La Puente Unified School District
Hamilton Adult Center
Hanford Adult School
Hayward Adult School
Hayward Unified School District
Hemet Adult School
Hemet Unified School District
Huntington Beach Adult School

Huntington Beach Union High School District
Kern High School District
Kern HSD / Bakersfield Adult School
Kings Canyon Adult School
Kings Canyon Unified School District
Lassen County Adult School
Lassen Union High School District
Laton Adult Education
Laton Unified School District
Laurel Adult School
Le Grand UHSD / Granada Adult School
Lincoln Adult School / Western Placer USD
Linden Adult School
Livermore Adult Education
Livermore Valley Joint Unified School District
Long Beach School for Adults
Long Beach Unified School District
Los Angeles CAS (LAUSD)
Los Angeles USD
Los Molinos Adult School
Los Molinos Unified
Lynwood Adult School
Lynwood Unified School District
Madera Adult School
Madera Unified School District
Manteca Adult School / Lindbergh Ed Center
Manual Arts-Jefferson CAS (LAUSD)
Marysville Adult School
Marysville Joint Unified School District
Mendota Adult School
Merced Adult School
Merced Union High School District
Metropolitan Adult Education Program
Metropolitan Education District
Milpitas Santa Clara Dept. of Corrections
Minarets Joint Union High School District
Minarets Joint Union High School District
Modoc Community Adult School
Montebello Adult Schools
Montebello Unified School District
Monterey Adult School
Monterey Peninsula Unified School District

Moreno Valley Community Adult School
Moreno Valley Unified School District
Morgan Hill Community Adult School
Morgan Hill Unified School District
Mt. Diablo Adult Education / Loma Vista Adult Ctr.
Mt. Diablo Unified School District
Mt. View - Los Altos Adult School
Napa Valley Adult School
Napa Valley Unified School District
Neighborhood Cntrs Adlt School
Newark Adult Education
Newark Unified School District
Newman-Crow's Landing Adult Education
North Hollywood CAS-Polytechnic (LAUSD)
Novato Unified School District
Novato USD / NOVA Adult Education Program
Oakdale Joint Union High School District
Oakdale JUHSD Adult Education
Oakland USD Adult Education
Old Marshall Adult School
Orange USD
Oxnard Adult School
Oxnard Union High School District
Pajaro Valley Unified School District
Palm Springs Adult School
Palm Springs Unified School District
Palo Alto Adult School
Palo Verde USD / Twin Palms Adult Education
Petaluma Adult School
Petaluma Joint Union High School District
Pomona Adult & Career Education
Pomona Unified School District
Ramona Adult Education (Ramona Unified)
Redlands Adult School
Redlands Unified School District
Redondo Beach Unified School District
Redondo Beach USD / South Bay Adult School
Rural Human Services LAUSD
Sacramento City USD
Saddleback Valley USD Adult Education
Salinas Adult School
Salinas Union High School District

San Benito Adult School
San Benito High School District
San Bernardino Adult School
San Lorenzo Adult School
San Marcos USD
San Pedro/Narbonne CAS (LAUSD)
Santa Clara Adult Education Center
Santa Clara Unified School District
Santa Monica-Malibu Unified School District
Santa Monica-Malibu USD Adult Education
Selma Adult School
Selma Unified School District
Silver Valley Adult School
Simi Valley Adult School
Simi Valley Unified School District
Skills & Business Education Center
South San Francisco Adult School
Strathmore UHSD Adult Education
Sunnyvale-Cupertino Adult & Community Ed
Sweetwater UHSD Adult & Continuing Education
Sweetwater Union High School District
Temple City Adult School
Templeton Adult School (Templeton Unified)
Tracy Adult School
Turlock Adult School
Ukiah Adult School
Ukiah Unified School District
Vallejo Adult School
Ventura Adult & Continuing Education
Victor Valley Adult School
Victor Valley Union High School District
Visalia Adult School
Visalia Adult School - Jail
Watsonville/Aptos Adult School
West Contra Costa USD / West Contra Costa Adult Ed
Whittier Adult School
Whittier Union High School District
Williams Unified School District
Williams USD / Fresh Water Adult School
Winterstein Adult Center/San Juan USD
Yucaipa/Calimesa

Community Based Organizations

BOSS (Building Opportunities for Self-Sufficiency)
Career Resources Development Center
Center for Employment Training
Central Coast Literacy Council
Centro Latino de Educacion Popular
Centro Latino de Educacion Popular
Centro Latino de San Francisco
Centro Latino de San Francisco, Inc.
Community Centers, Inc.
Community Enhancement Services
Economic & Social Opportunities, Inc.
El Sol Neighborhood Education Center
Episcopal Community Services Skills Center
Humboldt Literacy Project
International Refugee Tutorial Services, Inc.
International Social Service Center
Korean American Coalition
Korean Center, Inc.
Korean Community Center of the East Bay
Libreria del Pueblo, Inc.
Long Beach Area Literacy Council
Mexican American Opportunity Foundation
Mexican-Americans United of Santa Clarita Valley, Inc.
Mexican-Americans United, Inc.
Mission Language & Vocational School, Inc.
New Advances for people with Disabilities
One Stop Immigration & Ed. Center, Inc.
One Stop Immigration & Educational Center
Owens Valley Career Development Center
Refugee Transitions
San Jose Conservation Corps
Self-Help for the Elderly
Self-Help for the Elderly
Temple Judea English Program
Temple Judea English Program
Templo Calvario Legalization & Education Center
TODEC Legal Center of Perris
TODEC Legal Center Perris
United Cerebral Palsy Assoc / Orange County
Willing Workers, Inc.
Willing Workers, Inc./LACAS

Community College Districts
Allan Hancock College
Butte-Glenn Community College District
Butte-Glenn Community College District (Level 4)
Coastline Community College
Desert CCD - College of the Desert
Glendale Adult and Community Training Center
Glendale Community College
Long Beach City College
Long Beach City College, GAIN Program
Mt. San Antonio College
Mt. San Antonio Community College
Pasadena Area Community College District
Rancho Santiago CCD/Centennial Ed.Center
Rancho Santiago CCollege District
San Diego Community College District
San Francisco Community College
San Francisco Community College District
Yosemite CCD (Modesto Jr College)
Yosemite Community College District

COE/Jails
Contra Costa County Office of Education
Fresno COE / Jail Program
Glenn County Office of Education
Glenn County Office of Education/Glenn Adult Program
Golden Sierra Job Training Agency
Golden Sierra Job Training Agency
Inyo County Office of Education
Inyo County Office of Education
Milpitas Adult Education / S.F. County Jail Facility
Mono County Office of Education
Mono County Office of Education (Level 4)
Orange Co. Sheriff's dept. - Correctional Programs
Orange County Superintendent of Schools
Riverside County Dept of Community Action
Shasta County PIC / Partnership Learning Center
Shasta County Private Industry Council, Inc.

Library Literacy Programs
Berkeley Public Library

Berkeley Public Library/Berkeley Reads
Beverly Hills Public Library
Blanchard Santa Paula Library
Bruggemeyer Library / LAMP Literacy Program
Burbank Public Library Literacy Project
Corona Public Library
County of Los Angeles Public Library Literacy
County of Los Angeles Public Library Literacy Program
Friends of the San Francisco Library/Project READ
Lompoc Public Library / Adult Reading Program
Newport Beach Public Library
Placentia Library District
San Bernardino City Library/Literacy Program
San Bernardino Library Literacy Center
San Diego Public Library
San Diego Public Library / READ San Diego
San Jose Public Library / Partners in Reading
San Leandro Public Library
San Leandro Public Library/Project Literacy
San Rafael Public Library
San Rafael Public Library/Marin Literacy Program
Santa Barbara Public Library
Santa Clara City Library
Santa Clara City Library Reading Program
Santa Clara County Library / Reading Program
Siskiyou County READ, Project
Sonoma County Library Adult Literacy Program
Tehama County Library/Reading Program
Upland Public Library/Literacy Program
Willows Public Library
Willows Public Library

APPENDIX B

TOPS

EUUS-098

Tracking Of Programs and Students

Entry Record

Agency #

Site #

(1) Student Last Name First Middle

(2) Instructor Name

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: ● Wrong: X

(3) ★ **STUDENT IDENTIFICATION**

Is this your Social Security #? (Optional) Yes ☐ No ☐

(4) **SEX** ☐ Male ☐ Female

(5) **DATE OF BIRTH**

Month ☐ Day Year

(6) **NUMBER OF YEARS OF SCHOOL COMPLETED**

(7) **HIGHEST DIPLOMA OR DEGREE EARNED** (Mark one)

- ☐ None
- ☐ GED Certificate
- ☐ High School Diploma
- ☐ Technical / Certificate
- ☐ A.A. / A.S. Degree
- ☐ 4 yr. College Graduate
- ☐ Graduate Studies
- ☐ Other

I earned the above outside of U.S. ☐

(8) **ETHNICITY** (Mark one)

- ☐ Hispanic or Latino
- ☐ not Hispanic or Latino

(8a) **RACE** (Mark one or more)

- ☐ White
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Filipino
- ☐ American Indian
- ☐ Alaska Native

(9) **NATIVE LANGUAGE** (Mark one)

- ☐ English
- ☐ Spanish
- ☐ Vietnamese
- ☐ Chinese
- ☐ Hmong
- ☐ Cambodian
- ☐ Tagalog
- ☐ Korean
- ☐ Lao
- ☐ Russian
- ☐ Farsi
- ☐ Other

Name other

(10) ★ **DATE OF ENTRY INTO THIS CLASS**

Month ☐ Day Year

(11) ★ **INSTRUCTIONAL PROGRAM** (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Vocational
- ☐ Pre-Employment
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

(12) **REASON FOR ENROLLMENT** (Mark one in each column)

1	2	(1=Primary, 2=secondary)
☐	☐	H.S. Dipl. / GED
☐	☐	Improve skills
☐	☐	Get a job
☐	☐	Improve job
☐	☐	Personal / Family goal
☐	☐	Citizenship
☐	☐	Communication
☐	☐	Enter Post Sec.
☐	☐	Mandated
☐	☐	Military
	☐	None
☐	☐	Other

(13) **SPECIAL PROGRAMS** (Mark one)

- ☐ None
- ☐ State Corrections
- ☐ Jail / Community Corr.
- ☐ Homeless
- ☐ Family Literacy
- ☐ Workplace Ed.
- ☐ Alternative Ed. [K12]
- ☐ Tutoring
- ☐ Distance Learning
- ☐ 5% Projects
- ☐ Special Education
- ☐ Other

(14) **FAMILY STATUS** (Mark all that apply or leave blank)

Dependent(s) at home under 19 ☐ in school ☐

(15) **PERSONAL STATUS** (Mark all that apply or leave blank)

- ☐ TANF
- ☐ Other Public Assistance
- ☐ JTPA Title II
- ☐ JTPA Title III
- ☐ Dislocated Worker
- ☐ Single Parent
- ☐ Rehabilitation
- ☐ Veteran
- ☐ Disabled
- ☐ Displaced Homemaker

(16) **LABOR FORCE STATUS** (Mark one)

- ☐ Employed
- ☐ Unemployed
- ☐ Not seeking work
- ☐ Retired

(17) Mark if applicable

I am in the K-12 system ☐

(18) **HOME ZIP CODE**

(19) ★ **CLASS NUMBER**

(20) **INSTRUCTIONAL LEVEL** (Mark one, if applicable)

ESL	Basic Skills (ABE)
☐ Beg. Literacy	☐ Beg. Literacy
☐ Beg. Low	☐ Beginning
☐ Beg. High	☐ Intermediate
☐ Int. Low	☐ Advanced
☐ Int. High	☐ Adult Secondary
☐ Advanced	☐ Adv. Adult Sec

(21) **SKILL LEVEL**

S=Speaking, L=Listening, R=Reading, M=Math, W=Writing

(22) **PROVIDER USE**

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Tracking Of Programs and Students

Update Record

Agency #

Site #

1 Student: Last Name First Middle

2 Instructor Name

3 STUDENT IDENTIFICATION ★

Is this your Social Security #? (Optional) Yes ☐ No ☐

4 DATE OF CLASS UPDATE ★

Jan ☐ Feb ☐ Mar ☐ Apr ☐ May ☐ Jun ☐ Jul ☐ Aug ☐ Sep ☐ Oct ☐ Nov ☐ Dec ☐

5 HOURS OF INSTRUCTION

6 INSTRUCTIONAL PROGRAM ★ (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
  - ☐ GED
  - ☐ Vocational
  - ☐ Pre-Employment
  - ☐ Adults w / Disabilities
  - ☐ Health & Safety
  - ☐ Home Economics
  - ☐ Parent Education
  - ☐ Older Adults
  - ☐ Other

7 PROGRESS / STATUS (Mark one)

- ☐ Retained in program at same level
- ☐ Retained and completed level and moved to a higher level
- ☐ Left before completing personal goal or level entered
- ☐ Left after completing personal goal or level entered
- ☐ No show or did not attend at least 12 hours and did not achieve goal

8 LEARNER RESULTS (Mark all that apply)

WORK	PERSONAL / FAMILY	COMMUNITY	EDUCATION
☐ Met personal goal	☐ Met personal goal	☐ Met personal goal	☐ Met personal goal / plan
☐ Got a job	☐ Completed a family literacy program	☐ Passed citizenship test	☐ Earned high school diploma
☐ Got a subsidized job	☐ Read more to child	☐ Received U.S. citizenship	☐ Earned high school credits
☐ Advanced to higher skill job	☐ Became more involved in child's schooling	☐ Registered to vote or voted for first time	☐ Passed GED
☐ Retained current job due to improved skills	☐ Helped child with school work	☐ Increased involvement in community activities	☐ Earned certificate
☐ Entered job training	☐ Improved parenting skills	☐ Made informed choices	☐ Entered post secondary education
☐ Entered apprenticeship	☐ Made positive lifestyle changes	☐ Increased consumer awareness	☐ Returned to K-12
☐ Got a volunteer job	☐ Improved communication skills	☐ Other	☐ Entered other educ. or training program
☐ Entered military	☐ Other		☐ Gained computer skills
☐ Acquired work experience			☐ Mastered course competencies
☐ Removed from Public Assistance			☐ Demonstrated ability to apply skills
☐ Other			☐ Other

9 CLASS NUMBER ★

10 INSTRUCTIONAL LEVEL (Mark one, if applicable)

ESL	Basic Skills (ABE)
☐ Beg. Literacy	☐ Beg. Literacy
☐ Beg. Low	☐ Beginning
☐ Beg. High	☐ Intermediate
☐ Int. Low	☐ Advanced
☐ Int. High	☐ Adult Secondary
☐ Advanced	☐ Adv. Adult Sec

11 SKILL LEVEL

S-Speaking, L-Listening, R-Reading, M-Math, W-Writing

12 REASON FOR LEAVING EARLY (Mark one or leave blank)

- ☐ Got a job
- ☐ Moved
- ☐ Schedule or location conflict
- ☐ Lack of transportation
- ☐ Lack of child care
- ☐ Family problems
- ☐ Own health problems
- ☐ Dependent's health problems
- ☐ Changed program
- ☐ Lack of interest
- ☐ Public safety
- ☐ Administratively separated
- ☐ Incarcerated
- ☐ Deceased
- ☐ Unknown reason
- ☐ Other known reason

13 Sub-sections of GED passed	☐ Writing	☐ Science	☐ Social Studies	☐ Literature and Arts	☐ Math	Non-English GED ☐				
14 High School credits earned	☐ 0.5	☐ 1.0	☐ 1.5	☐ 2.0	☐ 2.5	☐ 3.0	☐ 3.5	☐ 4.0	☐ 4.5	☐ 5.0
	☐ 5.5	☐ 6.0	☐ 6.5	☐ 7.0	☐ 7.5	☐ 8.0	☐ 8.5	☐ 9.0	☐ 9.5	☐ 10.00

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Test Record

Agency #

Site #

① Student Last Name First Middle

② Instructor Name

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right: 0 ● 2 3

Wrong: ⊗ 1 2 3 / ⊘ 1 ② 3

TEST

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

PRACTICE QUESTIONS

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

③ ★ **STUDENT IDENTIFICATION**

Is this your Social Security #? (Optional) Yes ☐ No ☐

④ ★ **FORM NUMBER**

⑤ ★ **TEST DATE**

Jan ☐	01	1997
Feb ☐	02	1998
Mar ☐	03	1999
Apr ☐	04	2000
May ☐	05	2001
Jun ☐	06	
Jul ☐	07	
Aug ☐	08	
Sep ☐	09	
Oct ☐	10	
Nov ☐		
Dec ☐		

⑥ ★ **CLASS NUMBER**

⑦ ★ **INSTRUCTIONAL PROGRAM** (Mark one)

- ☐ Basic Skills (ABE)
- ☐ ESL
- ☐ ESL / Citizenship
- ☐ Citizenship
- ☐ High School Diploma
- ☐ GED
- ☐ Vocational
- ☐ Pre-Employment
- ☐ Adults w / Disabilities
- ☐ Health & Safety
- ☐ Home Economics
- ☐ Parent Education
- ☐ Older Adults
- ☐ Other

⑧ **HOURS OF INSTRUCTION***

* If this is the student's first test, leave blank, otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

⑩ **TEST 1** ⑪ **TEST 2** ⑫ **TEST 3** ⑬ **TEST 4**

☐ Student does not yet have the skills to be tested.

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INSTRUCTIONAL QUESTIONNAIRE FOR ABE 321/326 PROGRAMS

Agency/School Name_____ Instructor Name_____

1. Agency Number: ☐☐☐☐

2. Class Number: ☐☐☐☐☐☐☐☐

3. Instructional Program: ○ ABE ○ ESL ○ ESL-Cit.

4. Indicate the emphasis of your instruction during the fall semester.

4

Instruction	Major emphasis	Partial emphasis	Little/No emphasis
Employability/Workforce Literacy	○	○	○
Family Literacy	○	○	○
General Life Skills	○	○	○
Citizenship	○	○	○
Learning to Learn/Study Skills	○	○	○
Other: (specify)			
_____	○	○	○
_____	○	○	○
_____	○	○	○

5. Primary teaching setting for these students. (Mark one for Instructional Setting and one for Physical Setting.)

5

Instructional Setting (Mark one only.)

- ○ Learning Center
- ○ Tutorial Only
- ○ Classroom
- ○ Learning Lab (Individual self-paced instruction)
- ○ Distance Learning (i.e., Internet, correspondence course, other)
- ○ Combination (Tutorial & Learning Lab)

Physical Setting (Mark one only.)

- ○ Adult School
- ○ Elementary School
- ○ High School
- ○ Community College
- ○ Correctional Institute
- ○ Library
- ○ Work Site
- ○ CBO Center
- ○ Home
- ○ Other

If you indicated your instructional setting as "Distance Learning" or "Tutorial Only" in Question 5, stop here and submit as instructed.
Please complete the remainder of the questionnaire if you indicated any other instructional setting.

6. Time of day class begins:

6
- ○ Morning
- ○ Afternoon
- ○ Evening (after 5 p.m.)

7. Total number of students present in this class on the day of the post-test.

7 Students at post-test

☐☐

0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

8. Number of hours per week this class meets.

8 Hours per week

☐☐

0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

9. In addition to the primary person who delivers instruction, does this class have an instructional aide or tutor at least once a week?

9
○ Yes ○ No

10. Do your students use computers as a part of this class?

10
○ Yes ○ No ○ Don't Know

11. If you answered yes to question 10, are these computers linked to the Internet?

11
○ Yes ○ No ○ Don't Know

PLEASE SUBMIT THIS QUESTIONNAIRE WITH POST-TEST RESULTS ON STUDENT TEST FORMS OR TOPSpro DISKS

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Table C-1
Total Enrollment Population
Learner Gender by Provider Type (1990-99)

	Adult		CBO		CCD		COE		JAIL		LSMLIT		CCC		CDC		CDOS		CYA		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	72,755	60.9	2,263	58.4	6,643	61.4	196	69.5	268	50.1	681	61.6	99	17.6	689	9.7	116	16.2	0	0.0	83,710	57.7
Male	46,774	39.1	1,613	41.6	4,178	38.6	86	30.5	267	49.9	424	38.4	463	82.4	6,393	90.3	602	83.8	560	100.0	61,360	42.3
Total	**119,529**	**100.0**	**3,876**	**100.0**	**10,821**	**100.0**	**282**	**100.0**	**535**	**100.0**	**1,105**	**100.0**	**562**	**100.0**	**7,082**	**100.0**	**718**	**100.0**	**560**	**100.0**	**145,070**	**100.0**

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Table C-2
Total Enrollment Population
Learner Age (1994-95 to 1998-99)

	1994-94		1995-96		1996-97		1997-98		1998-99	
	n	%	n	%	n	%	n	%	n	%
16-20 (*)	13,855	12.2	14,231	12.0	12,030	9.8	12,354	17.7	13,167	9.4
21-30	42,050	37.1	41,648	35.0	40,054	32.7	43,629	62.5	44,844	32.1
31-40	28,100	24.7	30,234	25.5	32,689	26.7	6,701	9.6	38,061	27.3
41-50	15,610	13.7	17,642	14.9	19,377	15.8	4,378	6.3	22,639	16.2
51-64	9,277	8.2	10,045	8.5	11,653	9.5	1,999	2.9	12,976	9.3
65+	4,646	4.1	4,812	4.1	6,697	5.5	690	1.0	7,975	5.7
Total	**113,538**	**100.0**	**118,612**	**100.0**	**122,500**	**100.0**	**69,751**	**100.0**	**139,662**	**100.0**

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* Prior to 1998-99 the first cohort for age was 15-20

Table C-3
Total Enrollment Population
Learner Age by Provider Type (1998-99)

	Adult		CBO		CCD		COE		JAIL		LIBLIT		CCC		CDC		CDDS		CYA		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
16-20	10,895	9.4	144	3.9	918	9.0	38	14.2	23	4.5	27	2.7	366	66.9	297	4.5	14	1.9	445	97.2	13,167	9.4
21-30	37,871	32.7	594	16.3	3,318	32.3	90	33.6	114	22.2	219	21.9	178	32.5	2,287	34.6	160	22.3	13	2.8	44,844	32.1
31-40	31,175	27.0	1,018	27.9	2,724	26.6	71	26.5	123	23.9	314	31.3	0	0.0	2,382	36.1	254	35.3	0	0.0	38,061	27.3
41-50	18,354	15.9	800	21.9	1,675	16.4	42	15.7	94	18.3	233	23.3	0	0.0	1,226	18.6	215	29.9	0	0.0	22,639	16.2
51-64	10,734	9.3	578	15.8	1,001	9.8	21	7.8	93	18.1	149	14.9	0	0.0	332	5.0	68	9.5	0	0.0	12,976	9.3
65+	6,635	5.7	520	14.2	600	5.9	6	2.2	67	13.0	59	5.9	3	0.5	77	1.2	8	1.1	0	0.0	7,975	5.7
Total	**115,664**	**100.0**	**3,654**	**100.0**	**10,236**	**100.0**	**268**	**100.0**	**514**	**100.0**	**1,001**	**100.0**	**547**	**99.9**	**6,601**	**100.0**	**719**	**100.0**	**458**	**100.0**	**139,662**	**100.0**

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Table C-4
Total Enrollment Population
Learner Ethnicity (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
	n	%	n	%	n	%	n	%	n	%
Asian	29,435	25.6	26,485	22.2	27,919	21.2	30,844	20.0	28,077	18.9
Black (not Hispanic)	4,524	3.9	4,956	4.2	4,613	3.5	4,288	2.8	4,347	2.9
Filipino	860	0.7	^	^	892	0.7	932	0.6	841	0.6
Hispanic	63,165	54.9	70,671	59.4	81,548	61.8	98,985	64.1	99,264	66.8
Native Alaskan	~	~	53	0.0	16	0.0	24	0.0	24	0.0
Native American	326	0.3	497	0.4	481	0.4	330	0.2	1,576	1.1
Pacific Islander	241	0.2	409	0.3	242	0.2	204	0.1	341	0.2
White (not Hispanic)	13,789	12.0	13,408	11.3	13,844	10.5	14,911	9.6	14,059	9.5
Other	2,734	2.4	2,590	2.2	2,296	1.7	4,018	2.6	*	*
Total	**115,074**	**100.0**	**119,069**	**100.0**	**131,851**	**100.0**	**154,536**	**100.0**	**148,529**	**100.0**

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~ Combined Native Alaskan with Native American in 1994-95

^ Data not collected for Filipino in 1995-95

* No other category for ethnicity in 1998-99

Table C-5a
Total Enrollment Population
Learner Language by Instructional Program (1998-99)

	ABE		ESL		ESL-Cit	
	n	%	n	%	n	%
English	11,740	49.1	1,148	1.0	98	0.9
Spanish	9,711	40.7	80,531	71.3	6,795	62.0
Vietnamese	246	1.0	4,656	4.1	749	6.8
Chinese	454	1.9	10,107	8.9	1,397	12.8
Hmong	73	0.3	683	0.6	119	1.1
Cambodian	65	0.3	608	0.5	30	0.3
Tapalog	231	1.0	333	0.3	116	1.1
Korean	180	0.8	3,064	2.7	352	3.2
Lao	59	0.2	287	0.3	50	0.5
Russian	61	0.3	2,880	2.5	343	3.1
Farsi	89	0.4	1,166	1.0	150	1.4
Other	963	4.0	7,675	6.8	742	6.8
Total	**23,872**	**100.0**	**113,138**	**100.0**	**10,941**	**100.0**

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Table C-5b
Total Enrollment Population
Learner Language by Provider Type (1998-99)

	Adult		CBO		CCD		COE		JAIL		LIBLIT		CCC		CDC		CDDS		CYA	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
English	6,562	5.4	286	7.7	315	2.8	91	32.3	96	17.7	419	37.9	542	93.2	3,777	52.8	654	89.2	244	45.4
Spanish	83,550	68.4	2,671	71.7	6,598	59.1	146	51.7	110	20.2	498	45.0	34	5.9	3,129	43.8	48	6.5	253	47.1
Vietnamese	4,686	3.8	29	0.8	682	6.1	0	0.0	188	34.5	11	1.0	0	0.0	47	0.7	2	0.3	6	1.1
Chinese	10,305	8.4	197	5.3	1,257	11.3	2	0.7	109	20.1	58	5.2	0	0.0	24	0.3	4	0.5	2	0.4
Hmong	753	0.6	1	0.0	80	0.7	20	7.1	0	0.0	10	0.9	0	0.0	7	0.1	0	0.0	4	0.7
Cambodian	627	0.5	4	0.1	49	0.4	0	0.0	2	0.4	0	0.0	0	0.0	14	0.2	0	0.0	7	1.3
Tapalog	561	0.5	4	0.1	65	0.6	1	0.4	1	0.2	4	0.4	1	0.2	32	0.4	7	1.0	4	0.7
Korean	3,051	2.5	161	4.3	342	3.1	1	0.4	8	1.5	15	1.4	0	0.0	14	0.2	0	0.0	4	0.7
Lao	324	0.3	1	0.0	34	0.3	10	3.5	3	0.6	1	0.1	0	0.0	18	0.3	0	0.0	5	0.9
Russian	2,660	2.2	263	7.1	346	3.1	0	0.0	1	0.2	8	0.7	1	0.2	5	0.1	0	0.0	0	0.0
Farsi	1,193	1.0	51	1.4	139	1.2	2	0.7	4	0.7	14	1.3	0	0.0	2	0.0	0	0.0	0	0.0
Other	7,859	6.4	54	1.5	1,264	11.3	9	3.2	21	3.9	67	6.1	3	0.5	76	1.1	18	2.5	9	1.7
Total	**122,131**	**100.0**	**3,722**	**100.0**	**11,171**	**100.0**	**282**	**100.0**	**543**	**100.0**	**1,105**	**100.0**	**581**	**100.0**	**7,145**	**100.0**	**733**	**100.0**	**538**	**100.0**

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Table C-6
Total Enrollment Population
Instructional Program by Highest Degree Earned (1998-99)

	None		GED Cert		HS Diploma		Tech Cert		AA Deg		4 Year College		Grad Studies		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ABE	15,572	20.0	861	21.0	4,249	13.1	739	10.1	302	10.5	551	6.6	0	0.0	615	15.1
ESL	55,647	71.4	3,015	73.7	26,249	80.9	6,163	84.2	2,352	81.8	7,160	85.9	2,959	92.4	3,215	79.2
ESL-Cit	6,717	8.6	217	5.3	1,938	6.0	417	5.7	223	7.8	629	7.5	243	7.6	230	5.7
Total	**77,936**	**100.0**	**4,093**	**100.0**	**32,436**	**100.0**	**7,319**	**100.0**	**2,877**	**100.1**	**8,340**	**100.0**	**3,202**	**100.0**	**4,060**	**100.0**

CASAS 1999

Table C-7
Total Enrollment Population
Instructional Education (1994-95 to 1998-99)

	1994-95		1995-96		1996-97		1997-98		1998-99	
	n	%	n	%	n	%	n	%	n	%
None	59,318	52.7	59,399	52.4	66,920	53.3	81,847	55.9	77,936	55.6
GED Cert	4,253	3.8	5,161	4.5	6,097	4.9	6,550	4.5	4,093	2.9
HS Diploma	29,091	25.9	28,705	25.3	31,985	25.5	34,751	23.7	32,436	23.1
Tech Cert	^	^	^	^	*	*	*	*	7,319	5.2
AA/AS Deg	7,686	6.8^	8,207	7.2^	4,251	3.4	4,667	3.2	2,877	2.1
4 Year College	6,967	6.2	7,141	6.3	7,605	6.1	8,654	5.9	8,340	5.9
Grad Studies	-	-	-	-	3,283	2.6	3,792	2.6	3,202	2.3
Other	5,128	4.6	4,903	4.3	5,368	4.3	6,100	4.2	4,060	2.9
Total	**112,443**	**100.0**	**113,516**	**92.8**	**125,509**	**100.1**	**146,361**	**100.0**	**140,263**	**100.0**

CASAS 1999

* Technical Certificate was reinserted as a category for the 1998-99 year after being eliminated as an option for 1996-97 and 1997-98

^ For 1994-95 and 1995-96, Technical Certificate was included with AA/AS Degree

- Data not collected for these years

Table D-1
Local Agency Population
Learner Work Results by Secondary Reasons for Enrollment (1998-99)

	HS Dipl or GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship		Communication		Enter Post Sec		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	1,062	18 3	1,315	15 6	3,088	16 7	2,133	17 3	3,070	15 3	1,336	16 4	6,328	16 5	193	16 9	49	11 2	45	16 5	236	15 7
Got a Job	290	5 0	747	3 5	1,328	7 2	768	6 2	776	3 9	368	4 5	1,952	5 1	71	6 2	30	6 9	16	5 9	55	3 7
Got a Subsidized Job	21	0 4	23	0 1	47	0 3	40	0 3	28	0 1	20	0 2	75	0 2	1	0 1	1	0 2	0	0 0	2	0 1
Advanced to Higher Skill Job	202	3 5	413	1 9	337	1 8	538	4 4	322	1 6	161	2 0	905	2 4	33	2 9	5	1 1	14	5 1	26	1 7
Retained Current Job	198	3 4	542	2 6	402	2 2	737	6 0	385	1 9	204	2 5	1,229	3 2	34	3 0	1	0 2	5	1 8	31	2 1
Entered Job Training	70	1 2	145	0 7	262	1 4	114	0 9	100	0 5	54	0 7	289	0 8	5	0 4	23	5 3	1	0 4	19	1 3
Entered Apprenticeship	6	0 1	24	0 1	39	0 2	25	0 2	21	0 1	20	0 2	63	0 2	4	0 3	0	0 0	0	0 0	0	0 0
Entered Military	38	0 7	96	0 5	109	0 6	56	0 5	120	0 6	55	0 7	206	0 5	10	0 9	1	0 2	0	0 0	6	0 4
Acquired Work Experience	12	0 2	40	0 2	34	0 2	48	0 4	23	0 1	10	0 1	64	0 2	3	0 3	1	0 2	5	1 8	1	0 1
Removed from Public Assistance	87	1 5	224	1 1	280	1 5	194	1 6	298	1 5	107	1 3	437	1 1	26	2 3	6	1 4	5	1 8	9	0 6
Got a Volunteer Job	9	0 2	32	0 2	25	0 1	22	0 2	26	0 1	15	0 2	79	0 2	1	0 1	3	0 7	0	0 0	1	0 1
Other	217	3 7	894	4 2	738	4 0	362	2 9	769	3 8	341	4 2	1,436	3 7	49	4 3	34	7 8	12	4 4	115	7 7
Total	**5,810**	**38.2**	**21,206**	**30.7**	**18,469**	**36.2**	**12,337**	**40.9**	**20,070**	**29.5**	**8,161**	**33.0**	**38,345**	**34.1**	**1,144**	**37.7**	**436**	**35.2**	**272**	**37.7**	**1,501**	**33.5**

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Table D-2
Local Agency Population
Learner Personal/Family Results by Secondary Reasons for Enrollment (1998-99)

	HS Dipl or GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship		Communication		Basic Ed Set		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	1,130	19.4	3,716	17.5	3,492	18.9	2,280	17.8	3,616	18.0	1,540	18.9	7,232	18.9	208	18.2	69	15.8	53	19.5	256	16.9
Completed Family Lit Program	39	0.7	112	0.5	126	0.7	86	0.7	140	0.7	70	0.9	248	0.6	8	0.7	3	0.7	0	0.0	2	0.1
Read More to Child	287	4.9	737	3.5	975	5.3	660	5.1	1,146	5.7	400	4.9	1,789	4.7	55	4.8	29	6.7	4	1.5	82	5.5
More Involved in Child's Schooling	255	4.4	638	3.0	812	4.4	405	3.1	919	4.6	334	4.1	1,371	3.6	53	4.6	20	4.6	1	0.4	36	2.4
Helped Child with School Work	355	6.1	864	4.1	1,187	6.4	598	4.5	1,255	6.3	506	6.2	2,055	5.4	62	5.4	17	3.5	4	1.5	47	3.1
Improved Parenting Skills	181	3.1	537	2.5	632	3.4	308	2.3	645	3.2	216	2.6	1,085	2.8	31	2.7	21	4.8	3	1.1	39	2.6
Made Positive Lifestyle Changes	404	7.0	1,242	5.9	1,213	6.6	714	5.4	1,311	6.5	513	6.3	2,275	5.9	89	7.8	26	6.0	13	4.8	67	4.5
Improved Communication Skills	958	16.5	3,809	18.0	3,475	18.5	2,227	16.1	4,020	20.0	1,655	20.3	7,694	19.9	247	21.6	72	16.5	44	16.2	289	19.6
Other	155	2.7	580	2.7	565	3.1	290	2.0	427	2.1	183	2.2	969	2.5	41	3.6	6	1.4	13	4.8	100	7.1
Total	**5,810**	**64.8**	**21,206**	**57.7**	**18,469**	**67.3**	**12,115**	**58.4**	**20,070**	**67.1**	**8,161**	**66.7**	**38,365**	**63.9**	**1,144**	**69.4**	**430**	**65.0**	**272**	**69.4**	**1,501**	**56.8**

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Table D-3
Local Agency Population
Learner Community Results by Secondary Reasons for Enrollment (1998-99

	HS Dipl or GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship		Communication		Enter Post Sec		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	1,054	18.1	3,302	15.6	3,088	16.7	1,994	16.2	3,081	15.4	1,375	16.8	6,452	16.8	164	14.3	52	11.9	49	18.0	217	14.5
Passed Citizenship Test	56	1.0	255	1.2	203	1.1	141	1.1	234	1.2	362	4.4	697	1.8	12	1.0	10	2.3	0	0.0	16	1.1
Received U.S. Citizenship	60	1.0	179	0.8	147	0.8	113	0.9	164	0.8	285	3.5	501	1.3	11	1.0	9	2.1	2	0.7	10	0.7
Registered to Vote/Voted 1st Time	37	0.6	105	0.5	97	0.5	68	0.6	123	0.6	63	0.8	271	0.7	4	0.3	3	0.7	2	0.7	5	0.3
Increased Involvement in Community	264	4.5	925	4.4	844	4.6	469	3.8	941	4.7	349	4.3	1,820	4.7	58	5.1	12	2.8	8	2.9	117	7.8
Made Informed Choices	471	8.1	1,635	7.7	1,513	8.2	913	7.4	1,622	8.1	666	8.2	3,048	7.9	105	9.2	33	7.6	21	7.7	115	7.7
Increased Consumer Awareness	541	9.3	2,151	10.1	2,034	11.0	1,336	10.8	2,235	11.1	990	12.1	4,288	11.2	125	10.9	52	11.9	25	9.2	143	9.5
Other	204	3.5	639	3.0	621	3.4	332	2.7	559	2.8	244	3.0	1,037	2.7	38	3.3	10	2.3	14	5.1	77	5.1
Total	**5,810**	**46.1**	**21,206**	**43.3**	**18,469**	**46.3**	**12,337**	**43.5**	**20,070**	**44.7**	**8,161**	**53.1**	**38,345**	**47.1**	**1,144**	**45.1**	**436**	**41.6**	**272**	**44.3**	**1,501**	**46.7**

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Table D-4
Local Agency Population
Learner Educational Results by Secondary Reasons for Enrollment (1998-99

	HS Dipl or GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship		Communication		Enter Post Sec		Mandated		Military		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	1,201	20.7	4,057	19.1	3,695	20.0	2,368	19.4	3,703	18.5	1,600	19.6	7,236	18.9	230	20.9	65	14.9	50	18.4	287	19.1
Earned High School Diploma	128	2.2	113	0.5	188	1.0	92	0.7	102	0.5	43	0.5	271	0.7	14	1.2	2	0.5	4	1.5	7	0.5
Earned High School Credits	107	1.8	152	0.7	144	0.8	64	0.5	97	0.5	26	0.3	166	0.4	10	1.0	2	0.5	7	2.6	10	0.7
Passed GED	89	1.5	75	0.4	93	0.5	63	0.5	68	0.3	20	0.2	148	0.4	9	0.8	3	0.7	1	0.4	3	0.2
Earned Certificate	101	1.7	359	1.7	403	2.2	371	3.0	308	1.5	146	1.8	926	2.4	29	2.5	33	7.6	3	1.1	25	1.7
Entered Post Secondary	21	0.4	94	0.4	90	0.5	49	0.4	57	0.3	23	0.3	132	0.3	19	1.7	0	0.0	4	1.5	10	0.7
Returned to K-12	5	0.1	18	0.1	17	0.1	4	0.0	19	0.1	6	0.1	25	0.1	2	0.2	1	0.2	2	0.7	0	0.0
Entered Other Education/Training	90	1.5	268	1.3	225	1.2	135	1.0	217	1.1	83	1.0	365	1.0	20	1.7	11	2.5	6	2.2	20	1.3
Gained Computer Skills	326	5.6	1,008	4.8	1,156	6.3	701	5.7	940	4.7	316	3.9	1,586	4.1	80	7.0	44	10.1	20	7.4	71	4.7
Mastered Course Competencies	339	5.8	1,145	5.4	1,173	6.4	637	5.2	940	4.7	396	4.9	2,103	5.5	109	9.5	27	6.2	21	7.7	76	5.1
Ability to Apply Skills	560	9.6	2,113	10.0	1,912	10.4	1,210	9.8	2,321	11.6	907	11.1	4,169	10.9	140	12.2	32	7.3	28	10.3	141	9.4
Other	174	3.0	721	3.4	567	3.2	326	2.6	545	2.7	216	2.7	1,165	3.0	43	3.8	11	2.5	13	4.8	122	8.1
Totals	5,810	53.9	21,206	47.8	18,669	52.6	12,337	48.8	20,070	46.9	8,161	46.4	38,545	47.7	1,166	63.1	630	53.0	272	58.6	1,501	51.5

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APPENDIX E

Table E-1
Local Sample and Total Local Population
Instructional Level (1998-99)

	Local Sample		Total Local	
	n	%	n	%
ABE				
Pre-Beginning	933	12.8%	2,194	17.4%
Beginning	2,490	34.3%	4,778	37.9%
Intermediate	2,615	36.0%	3,840	30.5%
Advanced	1,224	16.9%	1,785	14.2%
Total	7,262	100.0%	12,597	100.0%
ESL				
Beginning Literacy	7,776	10.1%	12,743	11.3%
Beginning Low	24,283	31.6%	35,183	31.2%
Beginning High	16,621	21.6%	23,421	20.7%
Intermediate Low	13,540	17.6%	19,143	16.9%
Intermediate High	8,646	11.2%	12,848	11.4%
Advanced	6,113	7.9%	9,632	8.5%
Total	76,979	100.0%	112,970	100.0%
ESL-Cit				
Beginning Literacy	521	7.6%	1,015	10.0%
Beginning Low	2,763	40.3%	3,647	36.1%
Beginning High	1,339	19.6%	1,857	18.3%
Intermediate Low	1,038	15.2%	1,728	17.1%
Intermediate High	833	12.2%	1,124	11.1%
Advanced	347	5.1%	751	7.4%
Total	6,841	100.0%	10,122	100.0%

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Table E-2
Local Sample and Local Total
Learner Gender and Age (1998-99)

	Local Sample		Total Local	
Gender	**n**	**%**	**n**	**%**
Male	34,545	39.1%	53,342	39.2%
Female	53,846	60.9%	82,806	60.8%
Total	88,391	100.0%	136,148	100.0%
Age				
16-20	7,600	8.8%	12,045	9.2%
21-30	26,880	31.4%	42,206	32.1%
31-40	22,851	26.6%	35,425	27.0%
41-50	14,081	16.4%	21,198	16.1%
51-64	8,799	10.2%	12,576	9.6%
65+	5,707	6.6%	7,887	6.0%
Total	85,918	100.0%	131,337	100.0%

CASAS 1999

Table E-3
Local Sample and Local Total
Learner Highest Degree Earned (1998-99)

	Local Sample		Total Local	
Highest Degree Earned	**n**	**%**	**n**	**%**
None	47,906	55.5%	71,263	54.3%
GED	2,267	2.6%	3,585	2.7%
High School	20,349	23.6%	31,212	23.7%
Tech Cert.	4,391	5.1%	7,195	5.5%
AA/AS Degree	1,869	2.2%	2,814	2.1%
4 Year College	5,291	6.1%	8,295	6.3%
Grad. Studies	1,931	2.2%	3,197	2.4%
Other	2,360	2.7%	3,912	3.0%
Total	86,364	100.0%	131,473	100.0%

CASAS 1999

Table E-4
Local Sample and Local Total Ethnicity (1998-99)

	Local Sample		Total Local	
Ethnicity	**n**	**%**	**n**	**%**
White (not Hispanic)	6,708	7.4%	12,383	8.9%
Hispanic	60,789	66.5%	94,941	68.0%
Asian	20,967	23.0%	27,876	20.0%
Black	1,389	1.5%	2,148	1.5%
Pacific Islander	159	0.2%	252	0.2%
Filipino	522	0.6%	755	0.5%
Native American	711	0.8%	1,245	0.9%
Native Alaskan	14	0.0%	20	0.0%
Total	91,259	100.0%	139,620	100.0%

CASAS 1999

Table E-5
Local Sample and Local Total Years of Education (1998-99)

	Local Sample		Total Local	
Years of Education	**n**	**%**	**n**	**%**
<3	6,750	8.1%	9,819	7.7%
4-6	17,391	20.9%	26,692	20.9%
7-9	19,984	24.1%	30,439	23.7%
10-11	10,740	12.9%	16,460	12.9%
12	14,567	17.5%	22,457	17.6%
>13	13,726	16.5%	22,049	17.2%
Total	83,158	100.0%	127,916	100.0%

CASAS 1999

Table E-6
Local Sample and Local Total Native Language (1998-99)

	Local Sample		Total Local	
Native Language	**n**	**%**	**n**	**%**
English	6,081	6.3%	8,830	6.0%
Spanish	4,094	4.2%	7,769	5.3%
Vietnamese	59,949	61.9%	93,573	63.2%
Chinese	4,727	4.9%	5,596	3.8%
Hmong	9,249	9.6%	11,928	8.1%
Cambodian	590	0.6%	864	0.6%
Tagalog	505	0.5%	682	0.5%
Korean	454	0.5%	636	0.4%
Armenian	2,681	2.8%	3,578	2.4%
Lao	225	0.2%	373	0.3%
Russian	2,052	2.1%	3,278	2.2%
Farsi	736	0.8%	1,403	0.9%
Other	5,433	5.6%	9,274	6.3%
Total	96,776	100.0%	147,784	100.0%

CASAS 1999

APPENDIX F

Table F-1
Regional Distribution
Local Agency Learners (1998-99)

	n	%
Bay Area	24,240	16.4
Central Valley	9,305	6.4
LA Perimeter	23,841	16.1
LA County	57,117	38.6
San Diego	10,894	7.4
Balance of State	22,387	15.1
Total	**147,784**	**100.0**

CASAS 1999

Table F-2
Instructional Program by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ABE	3,389	15.1	2,501	10.3	1,748	18.8	3,727	15.6	4,526	7.9	1,380	12.7	17,271	11.7
ESL	17,219	77.0	19,573	80.8	6,412	68.9	18,049	75.7	48,739	85.4	9,156	84.0	119,148	80.6
ESL-Citizenship	1,779	7.9	2,166	8.9	1,145	12.3	2,065	8.7	3,852	6.7	358	3.3	11,365	7.7
Total	**22,387**	**100.0**	**24,240**	**100.0**	**9,305**	**100.0**	**23,841**	**100.0**	**57,117**	**100.0**	**10,894**	**100.0**	147,784	**100.0**

CASAS 1999

Table F-3
Instructional Level by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ABE														
Beginning Lit	296	12.6	240	12.6	544	35.7	576	29.8	458	12.2	80	6.9	2,194	17.4
Beginning	909	38.6	772	40.5	464	30.5	621	32.1	1,693	45.4	319	27.6	4,778	37.9
Intermediate	740	31.6	637	33.5	307	20.2	394	20.4	1,187	31.7	575	49.7	3,840	30.5
Advanced	397	17.0	255	13.4	207	13.6	342	17.7	401	10.7	183	15.8	1,785	14.2
Total	**2,342**	**100.0**	**1,904**	**100.0**	**1,522**	**100.0**	**1,933**	**100.0**	**3,739**	**100.0**	**1,157**	**100.0**	**12,597**	**100.0**
ESL-Cit														
Beginning Lit	2,554	15.8	1,990	10.5	524	10.5	2,693	15.8	3,519	7.5	1,463	16.2	12,743	11.3
Beginning Low	5,288	32.8	5,106	27.1	2,191	44.0	5,442	31.9	14,909	31.8	2,247	24.9	35,183	31.2
Beginning Hi	3,323	20.6	4,428	23.4	1,128	22.7	2,925	17.2	9,933	21.2	1,684	18.6	23,421	20.7
Intermediate Low	2,777	17.2	3,203	17.0	594	11.9	2,230	13.1	8,621	18.4	1,718	19.0	19,143	16.9
Intermediate Hi	1,479	9.2	2,219	11.7	420	8.4	1,864	11.0	5,749	12.3	1,117	12.4	12,848	11.4
Advanced Low	715	4.4	1,946	10.3	122	2.5	1,868	11.0	4,178	8.9	803	8.9	9,632	8.5
Total	**16,136**	**100.0**	**18,892**	**100.0**	**4,979**	**100.0**	**17,022**	**100.0**	**46,909**	**100.1**	**9,032**	**100.0**	**112,970**	**100.0**
ESL-Cit														
Beginning Lit	174	12.0	160	7.9	114	11.6	225	11.7	332	9.6	10	3.6	1,015	10.0
Beginning Low	488	33.5	654	32.1	209	21.3	752	39.0	1,437	41.7	107	38.3	3,647	36.1
Beginning Hi	371	25.5	420	20.6	93	9.5	208	10.8	729	21.2	36	12.9	1,857	18.3
Intermediate Low	229	15.7	310	15.2	281	28.6	409	21.2	446	13.0	53	19.0	1,728	17.1
Intermediate Hi	136	9.4	295	14.5	106	10.8	129	6.7	402	11.7	56	20.1	1,124	11.1
Advanced Low	56	3.9	197	9.7	179	18.2	205	10.6	97	2.8	17	6.1	751	7.4
Total	**1,454**	**100.0**	**2,036**	**100.0**	**982**	**100.0**	**1,928**	**100.0**	**3,443**	**100.0**	**279**	**100.0**	**10,122**	**100.0**

CASAS 1999

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Table F-4
Provider Type by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Adult	19,069	85.2	23,156	95.5	9,013	96.9	21,013	88.2	51,318	89.9	7,150	65.7	130,719	88.5
CBO	853	3.8	223	0.9	292	3.1	1,720	7.2	912	1.6	0	0.0	4,000	2.7
CCD	2,040	9.1	625	2.6	0	0.0	887	3.7	4,813	8.4	3,501	32.1	11,866	8.0
Lib/Lit	425	1.9	236	1.0	0	0.0	221	0.9	74	0.1	243	2.2	1,199	0.8
Total	**22,387**	**100.0**	**24,240**	**100.0**	**9,305**	**100.0**	**23,841**	**100.0**	**57,117**	**100.0**	**10,894**	**100.0**	**147,784**	**100.0**

CASAS 1999

Table F-5a
Learner Demographics by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender														
Male	8,663	40.8	8,659	37.5	3,880	44.5	9,299	41.3	19,905	38.1	2,936	34.8	53,342	39.2
Female	12,553	59.2	14,404	62.5	4,834	55.5	13,219	58.7	32,285	61.9	5,511	65.2	82,806	60.8
Total	**21,216**	**100.0**	**23,063**	**100.0**	**8,714**	**100.0**	**22,518**	**100.0**	**52,190**	**100.0**	**8,447**	**100.0**	**136,148**	**100.0**
Age														
16-20	2,139	10.6	1,553	6.9	958	11.2	2,192	10.2	4,442	8.8	761	9.4	12,045	9.2
21-30	6,464	32.0	6,540	29.3	2,947	34.3	7,398	34.3	16,350	32.4	2,507	31.0	42,206	32.1
31-40	5,726	28.4	5,405	24.1	2,622	30.6	6,101	28.3	13,410	26.5	2,161	26.7	35,425	27.0
41-50	3,289	16.3	3,702	16.5	1,349	15.8	3,351	15.5	8,263	16.4	1,244	15.4	21,198	16.1
51-64	1,707	8.5	2,854	12.7	545	6.4	1,671	7.7	4,917	9.7	882	10.9	12,576	9.6
65+	848	4.2	2,344	10.5	142	1.7	873	4.0	3,150	6.2	530	6.6	7,887	6.0
Total	**20,173**	**100.0**	**22,398**	**100.0**	**8,563**	**100.0**	**21,586**	**100.0**	**50,532**	**100.0**	**8,085**	**100.0**	**131,337**	**100.0**
Ethnic Background														
White	3,624	16.9	2,578	11.0	830	9.5	1,437	6.3	3,108	5.9	806	7.9	12,383	8.9
Hispanic	13,736	64.3	10,129	43.2	6,689	76.7	18,458	80.7	38,265	72.4	7,664	74.8	94,941	68.0
Asian	3,201	14.9	9,796	41.7	883	10.1	2,507	11.0	10,256	19.4	1,233	12.0	27,876	20.0
Black	350	1.6	487	2.1	205	2.3	210	0.9	645	1.2	251	2.5	2,148	1.5
Pacific Islander	55	0.3	45	0.2	19	0.2	34	0.1	73	0.1	26	0.3	252	0.2
Filipino	156	0.7	176	0.7	37	0.4	47	0.2	138	0.3	201	2.0	755	0.5
Native American	289	1.3	267	1.1	67	0.8	178	0.8	388	0.7	56	0.5	1,245	0.9
Native Alaskan	5	0.0	3	0.0	1	0.0	1	0.0	9	0.0	1	0.0	20	0.0
Total	**21,416**	**100.0**	**23,481**	**100.0**	**8,731**	**100.0**	**22,872**	**100.0**	**52,882**	**100.0**	**10,238**	**100.0**	**139,620**	**100.0**
Native Language														
English	1,928	9.1	1,240	5.3	1,219	13.9	1,044	4.6	1,894	3.6	444	4.4	7,769	5.6
Spanish	13,468	63.8	10,009	42.7	6,357	72.7	18,173	79.7	38,020	72.2	7,546	74.0	93,573	67.2
Vietnamese	533	2.5	2,780	11.9	53	0.6	799	3.5	1,014	1.9	417	4.1	5,596	4.0
Chinese	933	4.4	4,628	19.7	126	1.4	680	3.0	5,320	10.1	241	2.4	11,928	8.6
Hmong	551	2.6	4	0.0	290	3.3	3	0.0	6	0.0	10	0.1	864	0.6
Cambodian	96	0.5	188	0.8	24	0.3	65	0.3	274	0.5	35	0.3	682	0.5
Tagalog	118	0.6	145	0.6	24	0.3	40	0.2	120	0.2	189	1.9	636	0.5
Korean	296	1.4	630	2.7	56	0.6	359	1.6	2,061	3.9	176	1.7	3,578	2.6
Lao	126	0.6	108	0.5	54	0.6	23	0.1	24	0.0	38	0.4	373	0.3
Russian	1,225	5.8	917	3.9	43	0.5	165	0.7	720	1.4	208	2.0	3,278	2.4
Farsi	171	0.8	398	1.7	32	0.4	347	1.5	350	0.7	105	1.0	1,403	1.0
Other	1,657	7.9	2,391	10.2	468	5.4	1,091	4.8	2,877	5.5	790	7.7	9,274	6.7
Total	**21,102**	**100.0**	**23,438**	**100.0**	**8,746**	**100.0**	**22,789**	**100.0**	**52,680**	**100.0**	**10,199**	**100.0**	**138,954**	**100.0**

CASAS 1999

Table F-5b
Learner Demographics by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Highest Degree Earned														
None	11,685	57.8	10,459	46.6	5,900	71.2	11,595	53.9	26,284	53.1	5,340	55.8	71,263	54.3
GED Certificate	657	3.3	497	2.2	166	2.0	645	3.0	1,341	2.7	279	2.9	3,585	2.7
High School Diploma	4,542	22.5	6,192	27.5	1,488	18.0	4,997	23.2	11,995	24.3	1,998	20.9	31,212	23.7
Technical Certificate	1,228	6.1	1,026	4.6	267	3.2	1,351	6.3	2,713	5.5	610	6.4	7,195	5.5
AA Degree	315	1.6	697	3.1	69	0.8	373	1.7	1,172	2.4	188	2.0	2,814	2.1
4 Year College	799	4.0	2,138	9.5	188	2.3	1,129	5.2	3,448	7.0	593	6.2	8,295	6.3
Graduate Studies	316	1.6	884	3.9	71	0.9	458	2.1	1,191	2.4	277	2.9	3,197	2.4
Other	625	3.1	590	2.6	134	1.6	997	4.6	1,288	2.6	278	2.9	3,912	3.0
Total	**20,167**	**100.0**	**22,483**	**100.0**	**8,283**	**100.0**	**21,545**	**100.0**	**49,432**	**100.0**	**9,563**	**100.0**	**131,473**	**100.0**
Years of Education														
<=3	1,875	9.5	1,429	6.4	851	11.6	1,504	7.1	3,583	7.3	577	7.2	9,819	7.7
4-6	4,733	24.1	3,754	16.9	1,891	25.9	4,686	22.0	9,909	20.1	1,719	21.4	26,692	20.9
7-9	4,519	22.9	4,774	21.5	1,857	25.3	5,413	25.5	11,872	24.0	2,004	25.1	30,439	23.7
10-11	3,245	16.4	2,882	13.0	1,046	14.3	2,504	11.8	5,902	12.0	881	11.0	16,460	12.9
12	2,940	14.9	4,386	19.7	993	13.5	3,767	17.7	8,957	18.1	1,414	17.6	22,457	17.6
13+	2,415	12.2	5,010	22.5	692	9.4	3,381	15.9	9,130	18.5	1,421	17.7	22,049	17.2
Total	**19,727**	**100.0**	**22,235**	**100.0**	**7,330**	**100.0**	**21,255**	**100.0**	**49,353**	**100.0**	**8,016**	**100.0**	**127,916**	**100.0**

CASAS 1999

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Table F-6
Reason for Enrollment by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Primary Reason														
HS Diploma or GED	1,673	8.1	1,120	4.9	1,215	14.3	1,892	8.4	5,531	10.8	869	8.5	12,300	9.1
Improve Skills	4,899	23.7	4,021	17.6	1,484	17.4	5,692	25.2	9,298	18.2	1,900	18.6	27,294	20.1
Get a Job	2,015	9.8	2,660	11.6	608	7.1	1,931	8.6	5,630	11.0	1,407	13.8	14,251	10.5
Improve a Job	1,095	5.3	1,838	8.0	344	4.0	1,425	6.3	3,141	6.2	579	5.7	8,422	6.2
Personal/Family	1,593	7.7	1,975	8.6	519	6.1	2,072	9.2	4,892	9.6	980	9.6	12,031	8.9
Citizenship	1,286	6.2	2,016	8.8	455	5.3	2,279	10.1	3,697	7.2	763	7.5	10,496	7.7
Communication	7,517	36.5	8,535	37.3	3,365	39.5	7,017	31.1	18,049	35.3	3,544	34.7	48,027	35.2
Enter Post Secondary	81	0.4	158	0.7	19	0.2	82	0.4	351	0.7	58	0.6	749	0.6
Mandated	371	1.8	401	1.8	470	5.5	87	0.4	133	0.3	60	0.6	1,522	1.1
Military	17	0.1	12	0.1	5	0.1	11	0.0	27	0.1	5	0.0	77	0.1
Other	89	0.4	142	0.6	40	0.5	78	0.3	306	0.6	62	0.6	717	0.5
Total	**20,636**	**100.0**	**22,878**	**100.0**	**8,524**	**100.0**	**22,566**	**100.0**	**51,055**	**100.0**	**10,227**	**100.2**	**135,886**	**100.0**
Secondary Reason														
HS Diploma or GED	749	4.0	523	2.5	551	7.0	778	3.6	2,799	5.7	410	4.2	5,810	4.5
Improve Skills	3,746	19.9	3,326	16.1	1,709	21.9	3,627	16.8	7,556	15.4	1,242	12.7	21,206	16.6
Get a Job	2,999	15.9	2,839	13.7	1,120	14.3	2,695	12.5	7,108	14.5	1,708	17.4	18,469	14.5
Improve a Job	1,764	9.4	2,067	10.0	686	8.8	2,291	10.6	4,654	9.5	875	8.9	12,337	9.7
Personal/Family	2,811	14.9	2,958	14.3	1,319	16.9	3,112	14.4	8,228	16.8	1,642	16.8	20,070	15.7
Citizenship	1,040	5.5	1,442	7.0	551	7.0	1,323	6.1	2,951	6.0	854	8.7	8,161	6.4
Communication	5,196	27.5	6,932	33.6	1,674	21.4	7,298	33.9	14,516	29.6	2,729	27.8	38,345	30.0
Enter Post Secondary	176	0.9	226	1.1	36	0.5	140	0.6	469	1.0	97	1.0	1,144	0.9
Mandated	173	0.9	76	0.4	45	0.6	38	0.2	69	0.1	35	0.4	436	0.3
Military	36	0.2	32	0.2	18	0.2	57	0.3	100	0.2	29	0.3	272	0.2
Other	171	0.9	230	1.1	109	1.4	212	1.0	605	1.2	174	1.8	1,501	1.2
Total	**18,861**	**100.0**	**20,651**	**100.0**	**7,818**	**100.0**	**21,571**	**100.0**	**49,055**	**100.0**	**9,795**	**100.0**	**127,751**	**100.0**

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Table F-7
Learner Progress by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Progress														
Retained Same Level	5,956	36.7	8,624	45.8	2,411	38.3	5,062	32.7	15,381	38.0	4,025	41.6	41,459	38.8
Moved Up a Level	3,037	18.7	3,001	16.0	817	12.9	4,251	27.5	10,498	25.9	2,531	26.2	24,135	22.6
Left before completing	4,742	29.2	4,979	26.5	2,061	32.8	3,964	25.7	9,255	22.9	2,146	22.2	27,147	25.4
Left after completing	1,187	7.3	1,385	7.4	389	6.2	1,033	6.7	2,103	5.2	559	5.8	6,656	6.2
No Show or < 12 hours	1,319	8.1	799	4.3	614	9.8	1,141	7.4	3,256	8.0	407	4.2	7,536	7.0
Total	**16,241**	**100.0**	**18,788**	**100.0**	**6,292**	**100.0**	**15,451**	**100.0**	**40,493**	**100.0**	**9,668**	**100.0**	106,933	**100.0**

CASAS 1999

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Table F-8a
Learner Work Results by Secondary Reasons for Enrollment (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	2,657	11.9	3,502	14.4	282	3.0	2,760	11.6	11,638	20.4	2,247	20.6	23,086	15.6
Got a Job	958	4.3	1,757	7.2	128	1.4	942	4.0	2,464	4.3	857	7.9	7,106	4.8
Got a Subsidized Job	43	0.2	75	0.3	4	0.0	42	0.2	84	0.1	48	0.4	296	0.2
Advanced to Higher Skill Job	334	1.5	799	3.3	43	0.5	417	1.7	1,173	2.1	471	4.3	3,237	2.2
Retained Current Job	662	3.0	996	4.1	44	0.5	555	2.3	1,401	2.5	472	4.3	4,130	2.8
Entered Job Training	145	0.6	316	1.3	70	0.8	128	0.5	337	0.6	203	1.9	1,199	0.8
Entered Apprenticeship	19	0.1	75	0.3	3	0.0	38	0.2	54	0.1	33	0.3	222	0.2
Entered Military	72	0.3	190	0.8	14	0.2	86	0.4	230	0.4	186	1.7	778	0.5
Acquired Work Experience	76	0.3	38	0.2	0	0.0	19	0.1	99	0.2	35	0.3	267	0.2
Removed from Public Assistance	200	0.9	614	2.5	44	0.5	211	0.9	526	0.9	274	2.5	1,869	1.3
Got a Volunteer Job	41	0.2	80	0.3	7	0.1	5	0.0	60	0.1	42	0.4	235	0.2
Other	1,240	5.5	981	4.0	373	4.0	937	3.9	1,602	2.8	485	4.5	5,618	3.8

CASAS 1999

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Table F-8b
Learner Personal/Family Results by Secondary Reasons for Enrollment (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	2,926	13.1	4,294	17.7	394	4.2	3,172	13.3	12,423	21.8	2,860	26.3	26,069	17.6
Completed Family Lit Program	102	0.5	215	0.9	49	0.5	127	0.5	315	0.6	136	1.2	944	0.6
Read More to Child	927	4.1	1,091	4.5	108	1.2	847	3.6	2,529	4.4	999	9.2	6,501	4.4
More Involved in Child's Schooling	827	3.7	1,057	4.4	96	1.0	688	2.9	1,871	3.3	763	7.0	5,302	3.6
Helped Child with School Work	1,068	4.8	1,299	5.4	120	1.3	996	4.2	3,003	5.3	1,138	10.4	7,624	5.2
Improved Parenting Skills	609	2.7	875	3.6	124	1.3	595	2.5	1,394	2.4	472	4.3	4,069	2.8
Made Positive Lifestyle Changes	1,121	5.0	2,036	8.4	194	2.1	1,114	4.7	3,124	5.5	1,065	9.8	8,654	5.9
Improved Communication Skills	4,145	18.5	6,963	28.7	551	5.9	2,946	12.4	9,671	16.9	2,901	26.6	27,177	18.4
Other	766	3.4	512	2.1	342	3.7	776	3.3	976	1.7	328	3.0	3,700	2.5

CASAS 1999

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Table F-8c

Learner Community Results by Secondary Reasons for Enrollment (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	2,689	12.0	3,665	15.1	233	2.5	2,693	11.3	11,661	20.4	2,141	19.7	23,082	15.6
Passed Citizenship Test	253	1.1	678	2.8	28	0.3	301	1.3	694	1.2	289	2.7	2,243	1.5
Received U.S. Citizenship	160	0.7	517	2.1	19	0.2	160	0.7	566	1.0	232	2.1	1,654	1.1
Registered to Vote/Voted 1st Time	120	0.5	245	1.0	14	0.2	76	0.3	273	0.5	156	1.4	884	0.6
Increased Involvement in Community	990	4.4	1,227	5.1	126	1.4	881	3.7	2,403	4.2	732	6.7	6,359	4.3
Made Informed Choices	1,725	7.7	2,877	11.9	234	2.5	1,340	5.6	3,827	6.7	1,121	10.3	11,124	7.5
Increased Consumer Awareness	2,139	9.6	4,313	17.8	399	4.3	1,537	6.4	5,326	9.3	1,597	14.7	15,311	10.4
Other	905	4.0	558	2.3	327	3.5	867	3.6	1,151	2.0	444	4.1	4,252	2.9

CASAS 1999

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Table F-8d
Learner Educational Results by Secondary Reasons for Enrollment (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Met Personal Goal	3,208	14.3	4,407	18.2	377	4.1	3,136	13.2	13,037	22.8	2,942	27.0	27,107	18.3
Earned High School Diploma	104	0.5	58	0.2	20	0.2	115	0.5	619	1.1	159	1.5	1,075	0.7
Earned High School Credits	117	0.5	47	0.2	68	0.7	112	0.5	399	0.7	134	1.2	877	0.6
Passed GED	140	0.6	42	0.2	12	0.1	66	0.3	227	0.4	147	1.3	634	0.4
Earned Certificate	399	1.8	1,258	5.2	72	0.8	396	1.7	464	0.8	384	3.5	2,973	2.0
Entered Post Secondary	100	0.4	95	0.4	13	0.1	68	0.3	163	0.3	106	1.0	545	0.4
Returned to K-12	16	0.1	17	0.1	2	0.0	36	0.2	33	0.1	11	0.1	115	0.1
Entered Other Education/Training	277	1.2	296	1.2	57	0.6	211	0.9	450	0.8	288	2.6	1,579	1.1
Gained Computer Skills	1,026	4.6	1,952	8.1	167	1.8	1,023	4.3	2,017	3.5	825	7.6	7,010	4.7
Mastered Course Competencies	1,171	5.2	1,372	5.7	168	1.8	761	3.2	3,474	6.1	871	8.0	7,817	5.3
Ability to Apply Skills	2,262	10.1	4,296	17.7	387	4.2	1,410	5.9	5,307	9.3	1,296	11.9	14,958	10.1
Other	1,110	5.0	531	2.2	337	3.6	686	2.9	1,215	2.1	474	4.4	4,353	2.9

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Table F-9
Distribution of Reading Pre-Test Scores by Region (1998-99)

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ABE														
<200	24	4.3	55	9.6	7	3.1	383	73.4	40	6.7	15	2.7	524	17.3
201-210	37	6.6	57	10.0	19	8.5	46	8.8	89	14.9	33	5.9	281	9.3
211-220	74	13.3	107	18.7	57	25.4	23	4.4	107	18.0	154	27.3	522	17.2
221-229	219	39.4	163	28.5	78	34.9	40	7.7	183	30.7	218	38.6	901	29.6
230+	203	36.4	189	33.2	63	28.1	30	5.7	177	29.7	144	25.5	806	26.6
Total	557	100.0	571	100.0	224	100.0	522	100.0	596	100.0	564	100.0	3,034	100.0
ESL														
165-180	59	3.5	96	2.9	21	2.7	128	5.3	153	2.3	61	4.9	518	3.2
181-190	123	7.4	189	5.8	62	8.1	125	5.2	276	4.1	91	7.3	866	5.4
191-200	282	16.9	519	15.9	148	19.4	343	14.3	758	11.3	174	13.9	2,224	13.9
201-210	536	32.1	1,044	32.1	232	30.5	898	37.6	1,832	27.4	363	29.0	4,905	30.6
211-220	340	20.4	746	22.9	189	24.7	322	13.4	1,574	23.5	212	16.9	3,383	21.1
221-229	231	13.8	457	14.0	82	10.7	341	14.2	1,377	20.5	192	15.3	2,680	16.7
230+	99	5.9	209	6.4	30	3.9	240	10.0	731	10.9	159	12.7	1,468	9.1
Total	1,670	100.0	3,260	100.0	764	100.0	2,397	100.0	6,701	100.0	1,252	100.0	16,044	100.0
ESL-Cit														
165-180	4	4.9	6	2.0	5	8.3	37	50.7	10	4.3	2	8.3	64	8.3
181-190	8	9.9	15	5.1	2	3.3	5	6.8	19	8.1	9	37.5	58	7.6
191-200	21	25.9	42	14.2	5	8.3	6	8.2	59	25.2	4	16.7	137	17.8
201-210	35	43.2	77	26.0	14	23.3	8	11.0	97	41.4	6	25.0	237	30.9
211-220	5	6.2	79	26.6	21	35.1	6	8.2	40	17.1	2	8.3	153	19.9
221-229	5	6.2	65	22.0	10	16.7	8	11.0	7	3.0	0	0.0	95	12.4
230+	3	3.7	12	4.1	3	5.0	3	4.1	2	0.9	1	4.2	24	3.1
Total	81	100.0	296	100.0	60	100.0	73	100.0	234	100.0	24	100.0	768	100.0

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APPENDIX G

Table G-1
State Agency Population
Instructional Program by Provider Type (1998-99)

	CCC		CDC		CDDS		CYA	
	n	%	n	%	n	%	n	%
ABE	601	99.8	6,066	82.9	741	100.0	625	91.8
ESL	1	0.2	1,252	17.1	0	0.0	56	8.2
ESL-Cit	0	0.0	0	0.0	0	0.0	0	0.0
Total	602	100.0	7,318	100.0	741	100.0	681	100.0

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Table G-2
State Agency Population
Ethnicity and Native Language by Provider Type (1998-99)

	CCC		CDC		CDDS		CYA		Overall	
	n	%	n	%	n	%	n	%	n	%
Ethnicity										
White	266	46.2	956	13.6	423	57.4	31	5.7	1,676	18.8
Hispanic	115	20.0	3,769	53.5	103	14.0	336	61.4	4,323	48.5
Asian	4	0.7	155	2.2	11	1.5	31	5.7	201	2.3
Black	119	20.7	1,815	25.7	163	22.1	102	18.6	2,199	24.7
Pac. Islander	20	3.5	57	0.8	5	0.7	7	1.3	89	1.0
Filipino	6	1.0	61	0.9	12	1.6	7	1.3	86	1.0
Native American	46	8.0	234	3.3	18	2.4	33	6.0	331	3.7
Native Alaskan	0	0.0	2	0.0	2	0.3	0	0.0	4	0.0
Total	576	100.1	7,049	100.0	737	100.0	547	100.0	8,909	100.0
Native Language										
English	542	93.2	3,777	52.8	654	89.2	244	45.4	5,217	58.0
Spanish	34	5.9	3,129	43.8	48	6.5	253	47.1	3,464	38.5
Vietnamese	0	0.0	47	0.7	2	0.3	6	1.1	55	0.6
Chinese	0	0.0	24	0.3	4	0.5	2	0.4	30	0.3
Hmong	0	0.0	7	0.1	0	0.0	4	0.7	11	0.1
Cambodian	0	0.0	14	0.2	0	0.0	7	1.3	21	0.2
Tagalog	1	0.2	32	0.4	7	1.0	4	0.7	44	0.5
Korean	0	0.0	14	0.2	0	0.0	4	0.7	18	0.2
Lao	0	0.0	18	0.3	0	0.0	5	0.9	23	0.3
Russian	1	0.2	5	0.1	0	0.0	0	0.0	6	0.1
Farsi	0	0.0	2	0.0	0	0.0	0	0.0	2	0.0
Other	3	0.5	76	1.1	18	2.5	9	1.7	106	1.2
Total	581	100.0	7,145	100.0	733	100.0	538	100.0	8,997	100.0

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Table G-3
State Agency Population
Highest Degree Earned, Years of Education, Primary Reason for Enrollment, and Progress by Provider Type (1998-99)

	CCC		CDC		CDDS		CYA		Overall	
	n	%	n	%	n	%	n	%	n	%
Highest Degree Earned										
None	286	48.9	5,426	78.5	419	57.9	542	97.0	6,673	75.9
GED Certificate	58	9.9	391	5.6	50	6.9	9	1.6	508	5.8
HS Diploma	223	38.1	833	12.0	160	22.1	8	1.4	1,224	13.9
Technical Certificate	8	1.4	108	1.6	8	1.1	0	0.0	124	1.4
AA Degree	4	0.7	37	0.5	22	3.0	0	0.0	63	0.7
4 Year College	0	0.0	30	0.4	15	2.1	0	0.0	45	0.5
Graduate Studies	0	0.0	5	0.1	0	0.0	0	0.0	5	0.1
Other	6	1.0	92	1.3	50	6.9	0	0.0	148	1.7
Total	585	100.0	6,922	100.0	724	100.0	559	100.0	8,790	100.0
Years of Education										
<=3	8	1.4	448	6.8	20	3.7	13	2.7	489	6.0
4-6	8	1.4	879	13.4	41	7.6	46	9.5	974	11.9
7-9	46	7.8	1,643	25.1	97	18.0	196	40.5	1,982	24.3
10-11	258	44.0	2,342	35.9	129	23.9	193	39.9	2,922	35.9
12	215	36.7	1,007	15.4	166	30.8	33	6.8	1,421	17.4
13+	51	8.7	223	3.4	86	16.0	3	0.6	363	4.5
Total	586	100.0	6,542	100.0	539	100.0	484	100.0	8,151	100.0
Primary Reason for Enrollment										
HS Diploma or GED	201	35.2	877	12.9	6	0.9	279	48.7	1,363	15.9
Improve Skills	101	17.8	973	14.4	228	35.5	171	29.8	1,473	17.2
Get a Job	131	22.9	188	2.8	0	0.0	2	0.3	321	3.8
Improve Job	21	3.7	35	0.5	0	0.0	1	0.2	57	0.7
Personal or Family	48	8.4	92	1.4	322	50.3	0	0.0	462	5.4
Citizenship	1	0.2	5	0.1	0	0.0	0	0.0	6	0.1
Communication	1	0.2	683	10.1	40	6.2	1	0.2	725	8.5
Enter Post Secondary	2	0.4	3	0.0	0	0.0	0	0.0	5	0.1
Mandated	51	9.0	3,852	56.8	38	5.9	119	20.8	4,060	47.3
Military	2	0.4	19	0.3	0	0.0	0	0.0	21	0.2
Other	10	1.8	47	0.7	8	1.2	0	0.0	65	0.8
Total	569	100.0	6,774	100.0	642	100.0	573	100.0	8,558	100.0
Highest Degree Earned										
Retained Same Level	7	5.8	1,980	51.4	380	88.3	166	51.3	2,533	53.6
Moved Up a Level	87	71.9	226	5.9	11	2.6	47	14.6	371	7.9
Left Before Completing	21	17.4	1,367	35.5	36	8.4	61	18.9	1,485	31.4
Left After Completing	5	4.1	190	4.9	3	0.7	49	15.2	247	5.2
No Show or <12 Hours	1	0.8	87	2.3	0	0.0	0	0.0	88	1.9
Total	121	100.0	3,850	100.0	430	100.0	323	100.0	4,724	100.0

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Table G-4
State Agency Population
Test Scores and Learning Gains by Provider Type (1998-99)

	CCC	CDC	CDDS	CYA	Overall
	n = 16	n = 655	n = 0	n = 27	n = 698
	Mean	Mean	Mean	Mean	Mean
Pre-test	218.7	215.9	n/a	215.3	216.0
Post-test	222.4	221.5	n/a	217.0	221.4
Learning Gain	3.8	5.6	n/a	1.8	5.4

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APPENDIX H

Table H-1
Special Education Population
Learner Demographics (1998-99)

	n	%
Ethnicity		
White	1,569	57.6%
Hispanic	659	24.2%
Asian	148	5.4%
Black	281	10.3%
Pac Islander	10	0.4%
Filipino	33	1.2%
Native American	23	0.8%
Native Alaskan	2	0.1%
Total	2,725	100.0%
Native Language		
English	2,133	78.1%
Spanish	406	14.9%
Vietnamese	38	1.4%
Chinese	39	1.4%
Hmong	2	0.1%
Cambodian	3	0.1%
Talalog	17	0.6%
Korean	8	0.3%
Russian	2	0.1%
Farsi	8	0.3%
Other	75	2.7%
Total	2,731	100.0%

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Table H-2
Special Education Population
Learner Demographics (1998-99)

	n	%
Highest Degree Earned		
None	1,818	69.0%
GED Certificate	55	2.1%
HS Diploma	463	17.6%
Technical Certificate	24	0.9%
AA Degree	36	1.4%
4 Year College	32	1.2%
Graduate School	16	0.6%
Other	190	7.2%
Total	2,634	100.0%
Years of Education		
<=3	85	5.0%
4-6	134	7.8%
7-9	209	12.2%
10-11	283	16.5%
12	818	47.9%
13+	181	10.6%
Total	1,710	100.0%
Secondary Reason for Enrollment		
HS Diploma or GED	95	3.5%
Improve Skills	848	31.0%
Get Job	148	5.4%
Improve Job	108	3.9%
Personal or Family	738	27.0%
Citizenship	23	0.8%
Communication	401	14.7%
Mandated	13	0.5%
Military	6	0.2%
None	120	4.4%
Other	235	8.6%
Total	2735	100.0%
Progress		
Retained at Same Level	1,640	81.5%
Moved up to Higher Level	150	7.5%
Left before Completing	154	7.7%
Left After Completing	28	1.4%
No Show or <12 Hours	39	1.9%
Total	2,011	100.0%

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Table H-3
Special Education Population
Learner Demographics (1998-99)

	n	%
Ethnicity		
White	1,569	57.6%
Hispanic	659	24.2%
Asian	148	5.4%
Black	281	10.3%
Pac Islander	10	0.4%
Filipino	33	1.2%
Native American	23	0.8%
Native Alaskan	2	0.1%
Total	2,725	100.0%
Native Language		
English	2,133	78.1%
Spanish	406	14.9%
Vietnamese	38	1.4%
Chinese	39	1.4%
Hmong	2	0.1%
Cambodian	3	0.1%
Talalog	17	0.6%
Korean	8	0.3%
Russian	2	0.1%
Farsi	8	0.3%
Other	75	2.7%
Total	2,731	100.0%

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